



SCHOOL OF GRADUATES STUDIES

**PRACTICES OF COMMUNITY PARTICIPATION IN IMPROVING
STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY
SCHOOL IN ENORE WOREDA OF GURAGE ZONE, CENTRAL
ETHIOPIA REGION.**

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DECLARATION

The undersigned declare that this thesis is my original work has not been presented for a degree requirement by other university and that all source materials used for the study have been duly acknowledged.

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ACRONYMS

CP:	Community Participation
ESDP:	Education Sector Development Program.
ETP:	Educational Training Board.
GEQIP:	General Education Quality Improvement Program.
ICT:	Information Communication Technology.
MOE: -	Ministry of Education
PTSA: -	Parents, Teachers & Students Associations
SBM: -	Site-Based Management
SETB:	School Education & Training Board
SIP: -	School Improvement Program
TDP:	Teachers Development Program
TGE: -	Transitional Government of Ethiopia
UNESCO: -	United Nations Education, Science & Cultural Organization
WEO: -	Woreda Education Officer

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ABSTRACT

The main purpose of this study was to assess the Practices of community participation in improving students' academic performance in secondary school. To carry out the designed objectives in effective manner, descriptive survey design was used. Both qualitative and quantitative research approaches were employed. The three secondary schools were selected as a sample for the study by using purposive sampling; because in past two years the national exam results of student were declined. The participants in the study were students, teachers, community representatives, school principals, supervisors and Woreda education experts. The sampling techniques that used to select the sample were simple random sampling, stratified sampling and purposive sampling. The data were collected basically through questionnaires, semi structured interviews and document analysis from school different source. The data collected from respondents (teachers, PTSA, SETB and students) were tabulated and systematically organized using methods of descriptive statistics and the qualitative data collected through interview (principals, supervisor and educational officers) open ended questions and document review were analyzed in narrative analysis. The finding of the study reveal that community participate in school program to improve the students' academic performance was insufficient. For this insufficient role of community in improving students' academic performance and active participation of community in school program, some of the factors are negative attitude of teachers, principals and community, lack of training, low level of income and insufficiency of resources among community, Centralization of decision-making by school management and Community's proximity problem to schools affects their effective supports. Thus, to alleviate the major factors encountered with community participation in improving student academic performance, identifying the serious problems and giving priority to solve it, making close relationship among the school stakeholders, identifying the training needs and address these need, promotion of transparency and provision of incentive for their involvement were recommended.

Key words: - Community participation, Student academic performance, community representatives.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Community can be defined as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other hold at least some common values and share an identity. According to World Bank, (1999) as cited in Shaffer (1994) claims that education on its program that takes place at school level is most likely to be more relevant, more supported, successful and sustainable to the extent that it involves the communities in planning, implementation and evaluation. Additionally, when it is said community in education particularly, it is referring to students, teachers, parents and residents of the local community.

While important steps have been taken in the past two decades to increase primary and secondary enrollment, namely through the Millennium Development Goal, there is still significant room for improvement in regards to both access and quality of education, especially in the developing world (UNESCO,2006).

School cooperation in Ethiopia over the last half century shows that during the imperial period, the level of participation of local communities was limited to only the provision of educational expenditure for the building of schools. Tekeste (2006) even argues during the imperial period there was no community participation in the educational program planning and decision making until 1976. This is because, as Tekeste notes, educational administration was highly centralized and the role of communities in the effectiveness of educational process was not then recognized.

During the Derg period, there was a better trend of involving the community in school matters. It was declared that the power of controlling the school was to be under the school parents committee. A proclamation was issued and directives were given to form school parents committee to involve the community in school programs. In that proclamation, the responsibilities and powers of the school parents" committee was specified (Tekeste Negash,2006).

After declaration of the 1994 Ethiopian Education & training policy, the provision of education to the larger society & participation of primary & secondary school has increased in the country. Even though participation rate of secondary school is growing from time to time, the provision of quality of education is the problem of the country. Now a days Ethiopia has design a General Educational Quality Improving package (GEQIP) that contains six main programs such as; Teachers Development Program (TDP), School Improvement Program(SIP), Information Communication Technology (ICT), Education Leadership and Management, Civic and Ethical Education Program and Curriculum Improvement Program began from the second half of 2006 all over the country (MOE, 2007,P.84).

In line with this, in Ethiopia as indicated in MOE (2007) document of SIP, the MOE address four major domains to improve schools. The domains are: Teaching and learning, learning environment, community participation and leadership and management.

According to Shaffer (1994), Gallagher and Donald (2005) as cited in Robi (2018) states the community shares the load of school by financial support:-

The high value of education requires that funds be utilized in the best possible way and thus intellectual development of the child calls for parent-teacher Corporation. In agreement with the views, point out that there must be a structured systematic and active participation of community in the planning, policy making and problem solving and evaluation activities of the school improvement program. Therefore, in generally to improve the quality of education and student's academic performance, community participation is a vital part.

In regard to the contribution of community, Okon et al, (2019) their finding reveals that the community participates on improvement of their school such as by building classrooms, teacher's houses, toilets and provision of furniture, local resource and participate in school administration. The choice of the community to either pay money or labour depends on the nature of activity conducted or their social-economic situation.

According to Baiz, (2013) major supporter to the success of students in schools as puts that Community involvement is a powerful influence on students' achievement in schools. It is not only the students who benefits from being educated but also the nation, because education and economic performance go together. So the governments are increasingly recognizing the value of working with communities in educational systems.

To realize the goal of education, community participation has an essential role, but there are factors that affect their relationship. According to Okon et al, (2019) as cited in Watamba in East and Central Africa still suffers from almost the same factors affect school community relationship namely; first, the schools leadership do not attempt to establish a partnership with the Community, believing that were Community is irrelevant to the schooling process, since they did not even know what is being taught. Second, illiteracy level is very high to most and therefore Community has low educational background and negative attitudes and anything to do with school is intimidating to them. Third, the long distances between home and schools, and the cost of travelling inhibit parents from checking on their children at school. Fourthly, most Community believed teachers could do it all alone and do not see the need to get involved and others are common in Ethiopia specifically in zonal level and in Enore Woreda.

In addition to this the commitment and initiation of community to participate in school concerning issue is not sufficient to improve students' academic performance. Due to this reason I would investigate how and in what extent the communities participate/involve to improve secondary school student's academic performance in the study area.

1.2. Statement of the Problem

According to Okon et al, (2019) their studies reveal that active community involvement in school affairs consistently correlated with school goal achievement basically student academic performance. The primary role of community participation in school program was to improve student's academic performance.

The Federal Ministry of Education (MOE) states improving school and student's success is not achievable unless government efforts are supported by community participation. The MOE, initiative five year plan (ESDP IV) specified that community would contribute money, labor and local materials through its representatives.

But today's the success of education has been found to be in the challenges in Ethiopia like other parts of the world, especially developing countries. As highly important as secondary school students' academic performance is to both government and educationalists, it is disheartening to note that most performance of students in secondary schools in Ethiopia is rapidly declining. This declining stage of academic performance is recorded in both internal and external examinations. As a result, there is a wide gap between school-age population and the number of students who are actually attending school (MOE, 2002). Similarly in the study area in past two years the students' national exam results were declined.

For education goal achievements the coordination of government and donor organization play a prominent role on education quality but, there is lack of cooperation among them with respect to planning and implementation, initiate school administration and implementation capacity, create capable and competent teachers and fulfillment of necessary infrastructures (Tasmania, 2002). This is one of the problems that affect students' academic performance especially in secondary school because it requires high contribution.

Basically in Ethiopia improving and advancing the school and education program is considered as the only practice/responsibility/ of government. Because initially, the government was the provider of everything for secondary school improvement and development, education provide free to all students. This is the main obstacle for effective participation of community in school program, because they use as a casing. It is common problems in the study area.

According to the National Learning Assessment : sharing experiences and lesson by Tadele Abule (2013) report stated that Grade 12 students' academic achievements measured by the mean score of the different subjects was found less than 50% achievement level measured by the Education and Training Policy of Ethiopia. In connection to this the quality of educational provision and teaching learning process was low.

There is poor chain of schools and communities, missing the specific duty of school managements and community, lack of regular communication of school and community for accomplishment of school task. In relation to this community participation in school education goal achievements is unsatisfactory. So this affects the students' academic performance in the study area.

Several studies have tried to describe issues related to community participation in school program. According to (Robi Wami, 2018; Tazebe Gamo, 2020 and Habtesilasse Alemayehu, 2014), were conducted their research on, community participation in the implementation of school improvement program, assessment of community participation in school improvement program and practices and problems of community participation in secondary schools. However the majority of their studies are more reflects the implementation and challenges of community participation in school improvement program.

Though, regarding to community participation in school program there has been merely one study conducted by (Robi Wami, 2018). His research is focused on current practices of community participation in SIP, opportunities are available in SIP & challenges affect community participation in the implementation of SIP. But his study left out levels of community participation in school improvement program. In addition to this the above studies focus on school improvement program but not focus on students' academic performance.

Thus this study was intended to address the gaps observed in Robi Wami through assessing the practices of community participation in improving student academic performance, focusing on identifying kinds of supports that the community deliver to the school, find out the factors affecting community participation in school program and explain the level of community's participation on issues related with the improving students' academic performance in secondary school in Enore woreda.

Finally, the reason to choose this title is there are various researches conducted in relation to the community participation on other development areas. For example Redwan Redi (2022) study on practice and challenges of community participation in local development

program of school building project. But no study was conducted to investigate the practices of community participation in improving students' academic performance in secondary schools in Enore Woreda.

1.3. Objective of the Study

1.3.1 General Objectives

The general objective of this study is to assess the practices of community participation in improving students' academic performance in secondary school in Enore Woreda of Gurage Zone, Central Ethiopia Region.

1.3.2 Specific Objectives

1. To identify a kinds of supports that the community deliver to the school for the improvements of students' academic performance in Enore Woreda.
2. To find out the major factors that affect community participation on improvements of students' academic performance in selected secondary schools in Enore Woreda.
3. To explain the level of community's participation on issues related with the improvement students' academic performance in Enore Woreda.

1.4. Research Questions

1. What kinds of supports do the community delivers to the schools for improving student's academic performance in Enore woreda?
2. What are the factors that affect community participation on improving the students' academic performance in Enore Woreda?
3. What is the extent of community participation targeted on enhancing the students' academic performance in Enore woreda?

1.5. Significance of the Study

The study might help Woreda Education officer, principals, PTSAs and SETBs members to filling in the knowledge gap related to developing strategies for improving community participation to realize students' academic performance. The results of this study were exploring some opportunities for investors in education sector to invest on school improvement in related to student academic performance. Share experience about existing practice of community participation on improvement of student's academic performance in government schools with other government schools of the Woreda if the Woreda Education Office willingly accept it and support in a research doing so. Provide further information for those who may conduct further study on the related study area.

1.6. Scope of the study

1.6.1 Content scope:

The study focused on how community participation influences student academic performance that they actively involved in school program on planning, organizing and controlling to ensure success i.e. proper use of resources, increased performance and overall success of Schools, through achievement of planned objectives.

1.6.2 Geographical scope:

The study covered secondary schools in Gurage Zone, Enore Woreda. This is because of dynamic nature of education activity that takes place at Enore Woreda. In this woreda there are eight secondary schools and from these schools I would select three secondary schools (Gunchire, Gomesh and Tarohegn) as a sample purposefully to assess the practices of community participation on improvement of secondary school students' academic performance. The reason behind is the woreda is wide and some schools are located in remote area.

1.6.3 Time scope:

The study covered the period from 2015 -2016. Because any work were based and restricted by time.

1.7. Limitation of the Study

It is clear that research work could not be totally free from limitations. Due to this fact, the researcher has encountered problems of cooperation of some worded education officials; unwillingness of some principals and teachers to fill in and return the questionnaire as a result it would be difficult to collect all the questionnaire by the time table set at the beginning. So that, researcher reputedly treated them and collect majority of the filled questionnaire papers. Written documents which deal with study were not adequately available. For this matter, some documents from website and other MA Thesis work used us alternative sources. In addition to this, some sample schools were inaccessible for transportation. So it was difficult to reach them and collect the required data. For the case of this until to finished data collections, I take time and collect it from selected area.

1.8. Operational Definitions of Key Terms

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

Community:- - can be defined the people who live in a particular area the characteristics that the members share, such as culture, language, tradition, law, geography, class and race. Some communities are homogeneous while others are heterogeneous. The school community represents students, parents and other community members who contribute resources to the operations of the school (World Bank, 1999).

Community participation: - is a process of engaging and involving communities in the school to improve student academic performance through democratically elected community education committees mainly PTSA and SETB. Hence, participation is revealed in the delivery of services, often as a partner with other actors, as implementers of delegated powers and involving in real decision making at every stage including problem identification, planning, implementation and evaluation that affects them.

School Education Training Board: - a school management body that is having members from the civic society. The committee members are Kebele Administrator's, principal, teachers and parents.

Parent-Teacher Association (PTSA): - a school management body that is having members from parents, teachers and students. They were set up to strengthen the school community relationship and create conducive learning environment in the school (MOE, 2007).

Secondary school: - a school comprised of either first cycle of secondary education (grade 9 and 10) or second cycle of secondary education (grade 11 and 12).

School improvement program (SIP);-It is an approach or a program that bringing change in a school by enhance quality of student learning and achievement. It is aim used to making school better place for learning and to enhance student out comes as well as school capacity to managing Change.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

This chapter reviews the literature on community participation in improving students' academic performance in secondary school. Where, it deals with definition, concepts, practice and support, factors affects community participation and level of community participation. It also deals empirical and conceptual framework of community participation.

2.1. Theoretical Review

2.1.1. The concept of Community Participation

The definition of community participation is various from country to country based on different grounds. The term participation is vague, unclear even contradictory which can be put in a "ranking" to describe degree of participation ranging from non-participatory to increasingly participatory (Cummings, 1995).

Community can be defined as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other hold at least some common values and share an identity (Shaeffer 1994).

According to Bray, (1987) as cited in Tazebe, community participation in an education system is the partnership of home, school and community members to support a child's education process. He also states that community participation is the constructive involvement of people other than adults involved as students and part time employees in school policy, program, planning and evaluation.

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. It is measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts (Townsend, 1994).

In the context of Ethiopia, community participation is viewed as the involvement of the community in different school activities such as in the managements, decision making, facility fulfillment in schools through their representatives, contributions of resources, supervising school activities and helping children in their learning (Abera Berda ,2015).

The active participation in the part of parents and community in the implementation of school program is related with student academic performance. It is through such participation that the community comes to know the school. It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals and take positions on critical issues. It is also this that helps the community to become part of the decision-making process and assist the school to keep up with social change and educational change (Gallagher and Donald, 2005, p.132).

One of the major benefits of strengthening parent school bond is improved student learning. Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families. The greater the community involvement in the process of school program, the greater improvements of school in achieving their goals of education (Tasmania, 2002).

Concerning rationale for community involvement, Townsend (1994; 156), also stated, the greater community involvement in the process, the greater the input of different groups within the community, then the more likely that is generated will be an accurate reflection of that community. Therefore, increasing the involvement of parents and others community members and their respective responsibility running the school is increase the effectiveness in responding to the needs of local community. School quality also improves when community becomes active participants in school activities.

2.1.2. Support of Community to improve students' academic performance

In generally community engagement in schooling delivery is emerging as a "great role" thought necessary to achieve universal primary and secondary enrollment while improving the quality and relevance of students' academic performance. In a sense of world attention such as education for All, which aims to ensure that all children have access to free quality

primary education (UNESCO, 2006), poor countries are under increasing international and domestic pressure to meet these goals.

According to Jeremy (2017, P.74) many countries like, Ethiopia has included community participation as an integral part of their education reform strategy. Participation is the association with others with special rights and obligations. It is the involvement of subordinates in some ways in the decision making processes either they are consulted individually or in a group by their leader. In this connection it is possible to say that, participation has a potential force for raising productivity, good thinking and high moral through participation in various roles individuals develop knowledge, skill and values that are expected of them.

The transitional government of Ethiopia (1994) states that school system is decentralized and the management of schools will be participatory and democratic this paves the way for active involvement of community in school program. Thus, the participation of the community is stimulated one of the basis for CP in school students' academic performance through decentralization approach is to empower the community members in decision making and to develop sense of belongingness on the parts of the community on affairs connect to the school system. In connection to this community provides human, material and financial resources for school to achieve education goals. Active community participation is the ground for achieving quality education and provision of appropriate education to the citizen. The aims of the education sector development program cannot be achieved within the limited resources of the government (MOE, 2002, p.75).

According to Ginny, (2011) the outcome of active community participation, enables improve equitable access, maintenance, quality and performance of schools. CP in school students' academic performance is likely ensured through their representative, such as parent teacher and student association (PTSA) and School education and training board (SETB) are prominent one which is established to ensure real involvement in school system.

2.1.3. Factors affecting Community Participation on School Program

There are many factors that highly affect an involvement of community on school program to achieve its long and short term goals. Some of the basic one is described as follows:-

2.1.3.1. Negative attitude of teachers, principals and community

When these the main organs of the school have negative attitude, it is impossible to change overall aspects of the school, especially it is a serious obstacle for student academic performance.

An attitude can be defined as an insistent tendency to feel and behave in a particular way toward some object. Attitudes are evaluative statements either favorable or unfavorable concerning objects, people or events provides three components of attitude as emotional, informational and behavioral. The emotional component involves the persons' feelings or affect positive, neutral or negative about something. The informational component consists of beliefs and information about something to an individual. The third component of attitude is behavioral, which consists of persons' tendencies to behave in a particular way toward an object. In this study, therefore, the third component of attitude which is behavioral component was studied specifically on the individual attitude towards community participation (Robbins, 2005, PP.91).

2.1.3.2 Lack of training or insufficient training

In any aspects training highly initiate and make committed a concerning organ to involve for effective performance. Interesting training prepared in school for stakeholders to make active participant in school program. For efficient school activities leaders has great role because they create conducive environment and good opportunity for work colleagues. It is further said that leadership occurs whenever one person attempts to influence the behavior of an individual or group (Townsend, 1994).

According to Holt leadership as a process whereby other people are influenced to behave in desired ways to accomplish organizational goals. On its base leadership, it shows the features of influence process, presence of followers and having common goals. Without having the qualities of a good leader he/she may find difficulty to direct the activities of subordinates for achieving organizational goals. The success or failure of an organization to a great extent depends on the commitment of leaders.

Generally the required quality of leader is the basis for active participation of community on concerning issue in a school, if not it highly affect the motive of the community and also this affects the student academic performance because every success in school requires strong bondage from stakeholders.

2.1.3.3 Low level of income and insufficiency of Resources

Finance and resources is primary thing that required to accomplishing educational task, but the community has no ability to support the school financially and resource delivery, it is the great challenge for school. On other hands resources are the organizations' assets and are thus the basic building blocks of the organization. They include physical assets, such as plant, equipment and location, human assets, in terms of the number of employees and their skills and organizational assets, such as culture and reputation (Molnar, 2006, p.174). So this essential resource is fulfilled and constructed by support of community and other concerning organ in the school.

Johnston, (2010, P.47) states that there are three categories of resources those are physical, human and organizational. From these categories, physical resource are materials that is required for different purpose, human resources are conceived in terms of experience, knowledge and understanding that managers bring to the context of the organization and includes formal organizational resources such as its structure and its systems for planning, coordinating and controlling as well as informal aspects such as the nature of internal and external relationship. This all are interdependent and essential for an achievement of student academic performance in secondary school.

2.1.3.4. Centralization of decision-making trend

According to Robines, (2003) centralization of decision-making is the concentration of power and decision- making at the top of an organization. It is a structural policy in which decision-making authority is concentrated at the top of the organizational hierarchy. Decision-making is considered to be key importance when talking about different levels of participation. Therefore, decision-making powers need to be transferred to communities. An effect to the importance of communities sharing decision-making power is that they share development costs. If community members have little authority over the decision made about the allocation of resources and concerned issue in a school, they may lose interest and decline or fail to effectively participate in the activities that are planned.

Opposing to centralization of decision-making, better decentralization yields higher peoples' satisfaction, quicker response to problems and many people want to be involved in decisions affecting their work (Gay, 2012).

2.1.3.5. Lack of transparency among school principals and community representative.

Transparency is openness for sharing of information for concerning organ on concerning issue. It is sense of being transparent. Making processes transparent is an effective way to encourage community participation as it can potentially change power relations between communities and school relationship. Only transferring funds other thing to committees is not adequate to introduce community control, as communities need to be protected from the abuses of committees rapidly collected to present them further say that accountability of the actors can be increased if information on the roles and obligations of the government is made available by the mass media (Townsend, 1994, pp.96).

2.1.4. Levels of Community Participation

Community participation in education lies on ranging from a high level of participation to nominal participation. This distinction depends on many factors; including the type of education, style of management, level of empowerment and the socio-cultural context of the community (Gallagher and Donald, 2005).

According to Johnston, (1982, p.92) there are six identified levels of community participation, namely; participation in response to an order or to force; voluntary participation stimulated by reward; voluntary participation promoted by awareness; participation by giving suggestions and making criticisms aimed at improvement of an activity; participation by taking initiatives; and participating through creativity. Generally the level of community participation was highly related in students' academic performance.

2.1.4.1 Creating Conducive School Environment

Community involvement in the school program discipline has vital significance for the smooth running of school activities and for the maintenance of school peace and also for the proper functioning. In the school context, the purpose of discipline is to help males and females develop not only respect for themselves and society at large, but also respect for school authorities and school regulations (Cummings, 1995).

The school is a social institution established to assist the community. To run the school program effectively financial, material and human resources are very important. Education is an expensive endeavour that requires a largest share of countries resources. Resources are however, always scarce. On the other hand, population changes and the demand for education go up and cost of education rises from time to time (World Bank, 2001).

According to Adu, (2016) maintain discipline in schools is primary way to achieve student academic performance and it highly required the cooperation of community and school. It is not the only duty of the school principal but also parents, teachers, students and the community as a whole. Thus, the community should involve through their representatives of PTSA and SETB in the effort made to promote order and stability in the schools.

2.1.4.2. Community Participation in Planning

Planning is “a coherent process of preparing a set of decision for future actions directed at achieving goals and objectives by optimal means.” Education planning on the other hand is the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of students (Kazuro, 2020, p. 211).

At school level the principal is responsible to plan all activities to be implemented throughout the year. However, the principal should involve management committees and PTSA by convene meetings, holding discussion and arriving at the decision for implementation.

2.1.4.3. Community Participation in Decision Making

Decision making is a central part that community participate in school. It is a selection of a course of action among alternatives; which can be taken by individual principal or other participating organ. The community wants to become involved and wants to know the rationale before school decisions are made parents and community member become offended if the school subjectively makes decisions that directly affect them (Bagin and Donald, 2001).

According to Shaeffer, (1992) the school principals invite the community that they participate in concerning areas. CP in decision making serves as a political model as well as a strategy for tapping additional local resources for education. Both financially and in kind services parents feel relaxed and stay in the school when they wished. This suitable environment helps community effectively participate in school decision making process

2.1.4.4. Community Participation in Monitoring and Evaluation

Continuous improvement of student academic performance is connected to technically planned and executed monitoring, evaluation process and financial outcomes. Monitoring in this case is the continuous or periodic process to review and gather information by management about an activity or program on a continuing and systematic basis to ensure that actions are implemented according to plan (Russel et.al, 2009).

As Townsend (1994) stated the aims of monitoring are to realize effective and efficient performance by providing feedback to student result and other issue in school. This enables to improve operational plans and take timely measures in case of short falls and limitations. Therefore, it has to be conducted by responsible body.

2.1.5.Theories that related with community participation in school program.

According to Baradei et.al (2010, p. 133) discussed five theories in their study of community participation in education system. They pointed out that community participation can be conceptualized using any of the five theories; Theory C; the Paradigm of Inclusive Education; site-based management; community schools' theory; or the Overlapping Spheres Model.

Theory C, so commonly referred to by its proponents, is basically about putting the communities central in the education dispensation such that they play a key role in determining the educational goals and school locations so as to ensure the schools answer to local needs and there is ownership from the communities.

Related to this theory is the Paradigm of Inclusive Education, which can be said to be the drive behind education reforms in most countries, especially at primary education level. It is based on seven principles: right of all children to primary education; commitment to child centered concept of education; improvement of quality; provision of a responsive education; shared responsibilities for provision; recognition of diversity of needs and commitment to holistic approach to education.

The principle of shared responsibility for provision points to recognition that education provision and thus schools ought to have stakeholders who participate in the planning and implementation of programs. It also clarified that schools do not exist in a vacuum but part of the communities where they are and the communities are part of the stakeholders. Considering the seven principles, this theory or framework in a way speaks to the rights-based approach to education discussed in a paper titled, 'Community Participation in Schools in Developing Countries: Characteristics, Methods and Outcomes' (Russel et.al, 2009)

The third theory discussed by Baradei et.al is the site-based management (SBM). SBM is a framework where the education system places emphasis on a democratic school management system that allows participation by stakeholders such as principal/head teacher, teachers, parents, students, support staff and other community members in the decision-making processes. Central to this theory is an assumption that the head teacher,

teachers and parents at a given individual school have better knowledge of the needs and resources in their school and therefore should make decisions in a more effective manner. This comes from belief by some of the theory's proponents who say that any education decisions are likely to be more effective the closer they are made to those affected by them. Another theory put forward by the same writers is the community schools' theory. This framework is one very true essence of community participation in education. It is about community members having strong involvement in the school system to the extent of either paying teachers or even volunteering as teachers. A number of scholars have written that this framework provides an effective strategy for educating all children to their full potential.

The fifth framework is the Overlapping Spheres Model, which talks about the three most important spheres of influence for a child's education namely, family, school and community. The gist of this theory is that each of these three spheres has an obligation to fulfill when it comes to the full education of a child.

The assumption of the theory of overlapping spheres of influence is that there are common interests of families and schools that are to a greater and lesser extent promoted by policies and programs of organizations in the community, as well as the actions and attitudes of individuals in the community's organizations. The community as a sphere of influence in conjunction with groups of parents creates school-like opportunities, events and programs that reinforce recognize and reward learners for good progress, creativity and excellence. Communities also create family-like settings, services and functions to enable families to increase support for their children. Community minded families and students help their neighborhood and other families. Combined efforts help children experience learning and caring from and for communities. The ideal partnership would be when all the three spheres, namely school, family and community develop comprehensive partnership programs (Baradei et.al, 2010). From the above discussed theory more essential and related theory with my study is Overlapping Spheres Model for effective school performance.

2.2. Empirical review on Community participation in school program.

The 1994 Education and Training Policy were necessitated by the new political order which had radically structured the country into autonomous regional states. The new policy authors viewed education as a tool for development and for solving social, political and economic problems; education enables individuals and groups to make all rounded development by acquiring knowledge, abilities, skills and attitudes, they argued. To implement the 1994 education and training policy a series of rolling five-year strategic plans called Education Sector Development Plans (ESDP I-ESDPV) were designed and implemented (MOE. 2002).

The learning outcomes of secondary/preparatory school students are low in spite of all efforts to improve quality, because of interventions, which could be input-focussed. Most interventions focused on inputs of education with less attention to learning outcomes, the extent to which effect sizes of schooling are achieved. Education inputs are a necessary condition but not sufficient condition. Abundant of inputs is a waste of resource in a system that stands for schooling but not for learning (Tirussew Teferra et.al, 2017,p.24).

Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve the MDG of universal primary education by 2015 (MoE, 2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005:10). Challenges, however, remain in order to realize quality and internal efficiency. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

As Robi Wami (2018) stated that, support given from woreda education office to school and participation of stakeholders (Teacher, KETB, PTSA, SIC) activities done in mobilizing community for SIP implementation and active participation from these group was inadequate. According to Abera Bereda (2015) Community participation is poor to the implementation of school program in government general secondary schools. This insufficient participation is because of some of the problem related to the community & the school. The challenge which related to the school is reluctance of the community to participate in identification of the need assessment, planning, implementation and evaluation process. The school has lack of fixed time schedule to deal with the community about student academic performance. It has faced a great problem of getting the community to work & discuss with them.

The Domain of community participation can be stated in various ways, depending on the context of school program. It also consists of three elements and each element has its own standards. Element one of community participation domain stated that “working with parents”. The standards of this element describe teachers meet with parents when necessary and at a minimum twice per-semester to provide quality reports and to discuss their child’s learning achievements. As a result the parents have limited information, communication and support about their children education or the school. Element two of community participation domain describe about “society participation”. The standards of this element stated that schools successfully mobilized the community to provide resources to support the implementation of the school improvement program. But Abera Bereda (2015, p. 28) in his research pointed out that communities provide moderate resources to support implementation of school improvement program. This condition caused scarcity of the resource and finally it was caused to low student’s achievements.

Element three of community participation domain emphasized on “promoting education”. The standard of this element stated that schools are active in communicating and promoting the importance of education in the community. Even if they had meeting at the end of first semester and end of the year, the number of parents come to the schools were very few.

As the study by Habtesilassie Alemayehu (2014) indicated that KETB, PTA and SIC members participation in formulating planning of school activities, securing school resources, planning of school program, decision making, implementation of school plan, monitoring and evaluation of school performance was found to be low and poor. It was the school principals and teachers usually did these functions.

In addition, achievements in standardized examination are not accompanied by adequate improvement attempt in quality. It is below the required level. Nowadays most schools have a great number of repetition and dropout rate. Teachers agree to improve student's results by 10% per-year and used continuous assessments. But this result does not show student's real performance. It contradicts the results of standardized Examination.

Even if schools today have a great number of challenges which cause deterioration of quality of education, the current vision of the Government for education development is described ESDP IV serving the overarching framework, giving high priority to quality improvement at all levels.

Habtesilassie Alemayehu (2014) argues that majority of the respondents long distance of meeting place, lack of time, poor economic status and poverty, lack of knowledge and understanding of duties and responsibilities, lack of skill due to training and lack of appreciation over all objectives and lack of trust on school principal were the most prevalent constraints that contributes for low level of KETB, PTA and SIC members of participation in the school program. Thus this study was intended to address the gaps observed in Robi Wami through assessing the practices of community participation in improve student academic performance, focusing on identifying kinds of supports that the community deliver to the school, find out the factors affecting community participation in school program and explain the level of community's participation on issues related with the improvement of students' academic performance in Enore woreda.

2.3. Conceptual Framework of the Study

Independent variable

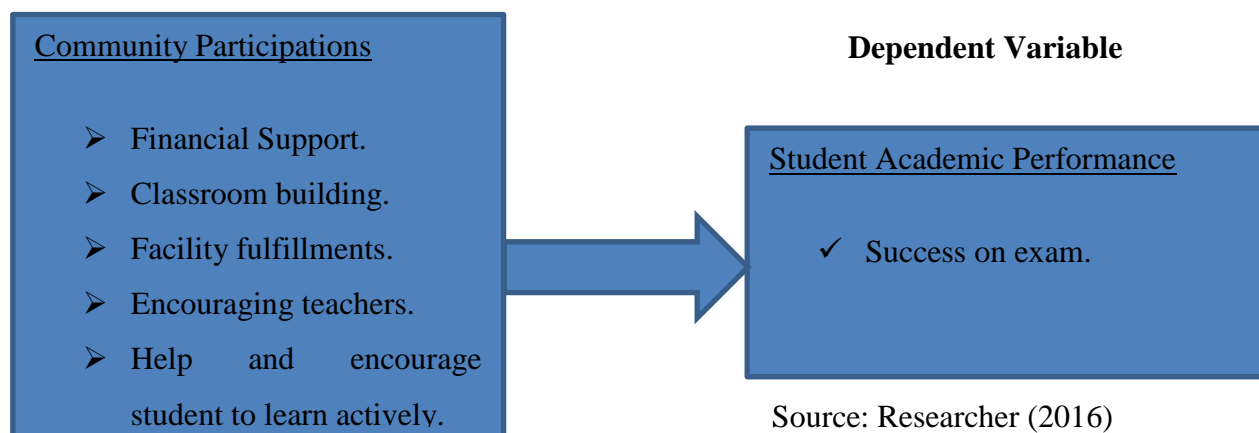


Figure 1:- Express some of the conceptual framework of school community relationship to achieve school education goals specially to improve student academic performance. It will achieve in relationships among the several factors that was identified with the dependent and independent variables of the problem that remained under study. The independent variables would conceptualize as financial Support; classroom building; facility fulfillments; encouraging teachers, help and encourage students to learn actively in study and dependent variables are conceptualize as student academic performance through success on exam. The community participation has positive effect on student academic performance, so community active involvement in school program play a crucial role on schools education goal achievements.

Adu, (2016) seeks ways to help children succeed in school and later life, focuses on partnerships of schools, families and communities that attempt to: improve school programs and school climate, provide family services and support, increase parents 'skills and leadership, connect families with others in the school and in the community and help teachers with their work.

The various types of involvement which explain how school administrators, families and communities can work jointly to create an impact on secondary school students' academic performance can be summarized as parenting, communicating, volunteering, learning at home, decision making, collaborating with the community.

As Bray (1996) reports regarding to effective relationship of community and school principals role:

It is imagined that, qualified and receptive school principals who co-operate with parents and provide a good environment for community participation in school affairs. It will also bring respect and motivation and therefore success in national examination, confident students who are enrolled and retained in schools and ultimately formed into disciplined and competent individuals with ability to face life challenges effectively.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Descriptions of the study area

Enore woreda is one of woredas in Gurage Zone and the Central Ethiopia Region. It is located at a distance of 151km from Addis Ababa, the country's capital. Gunchire is a capital of Enore Woreda. According to the Ethiopian Central Statistical Agency(CSA 1994) Census report, Enore woreda has a total population of 196,107 of whom 92,348 are men and 103,759 are women;7,706 or 0.87% of its population are urban dwellers. As a Part of Gurage Zone, Enore Woreda is bordered on the south by the Eaner and Magare Woreda, on the west by Oromia Region, on the north by Cheha and on the east by Geta woreda. In Concern of education 19.79% of the population was considered literate, which is less than the zonal average of 20.62%; 11.43 of children aged 7-12 was in primary school, 2.06% of the children aged 13-14 was in junior secondary school and 1.3 of the inhabitants aged 15-18 was in senior secondary school.

3.2. Research Design

The objective of the study is to assess the practices of community participation in improving students' academic performance . Descriptive survey research design was used as it is also effective for providing a portrait of the current behaviors, attitudes and beliefs in a population. Both quantitative and qualitative approaches were used. In Bryman (2008), mixed methods research designs combine quantitative and qualitative approaches by including both quantitative and qualitative data in a single study.

According to Creswell (2014) as cited in Kazuro, qualitative research approach is an approach for exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data.

As Creswell, (2014) describe the quantitative research approach based on its objectives: -

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

A mixed research methods is to build on the collaboration and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully.

3.3. Type and Source of Data

In this study the data were gathered from primary and secondary sources to accomplish the study and to get reliable and valid information. The primary sources of data were students, teachers, community representatives, school principal, high school supervisors and education officer of the sample Woreda.

The secondary sources of data were gathered from documents of schools, publications, journals, books and reports written on community participation, related literature and previous research findings were also reviewed to meet the objectives of the study.

3.4. Sampling Frame, Sampling Techniques and Sampling Size

3.4.1. Population of the study

In this study the researcher select three secondary schools in Enore woreda by using purposive sampling. The target population of this study was Teachers, Parent teachers and students association (PTSA), School Education and Training Board (SETB) and Students. In addition to this the other respondents which were selected for interview was secondary School principals, supervisors and Woreda education experts of sample Woreda.

3.4.2. Sampling Techniques

Sampling is the process of selecting a sample from the population such that the selected group contains elements representative of the characteristics found in the entire group.

There are two types of sampling, Probability sampling and Non-probability sampling, under probability sampling each sampling unit of the population have equal chance of being selected and included in the sample while non-probability sampling there is no probability of each unit to be included in the study (Cresswell, 2014).

Both probability (simple random and stratified sampling) and non-probability (purposive sampling) techniques were applied in the study to identify and determine the sample size. Purposive sampling is one of types of non-probability sampling which sometime known as judgmental sampling that researcher select sampling units subjectively in attempt to obtain sample that was perform to be representative of the population (Bryman, 2008).

3.4.3 Sample Size

In sample size the total numbers of participants are expressed, that are selected by different sampling techniques from the study area. The selected samples are indicated as follows: -

3.4.3.1 Schools

A school is an educational institution designed to provide learning space and learning environment for teaching of students or pupils under direction of teachers. The study focuses on secondary school student academic performance.

So as the case the researcher has selected three secondary schools from eight secondary schools in Enore Woreda for the purpose of the study. These three general secondary schools were selected as a sample for the study by using purposive sampling, because in past two years the national exam results of student were declined.

3.4.3.2 Teachers

Teachers are a person who helps students to acquire knowledge, competence or virtue via the practice of teaching. In most countries formal teaching is usually carried out by paid professional teachers. In the sample schools under study, there are 126 teachers, from these 40(32%) of teachers were selected by using stratified sampling techniques based on their education level and responsibility

3.4.3.3 Students

A student is a person engaged in the study, devoted to learn especially one who attend a school and like. The total numbers of students in selected schools are 1722, from these 70(4%) students were selected by using simple random techniques. The strategy that used in this sampling was random number table.

3.4.3.4 Community representatives (PTSA & SETB)

A community representative means a person who represents an agency or business that provides necessary information, materials, funds and like. Here they are PTSA and SETB. The total numbers of community representatives of the sample schools are 21 PTSA and 18 SETB members. A sample 9(43%) of PTSA and 6(33%) of SETB members were selected through purposive sampling techniques.

3.4.3.5 School principals and woreda education officers

School principals are a head of a school and perform all its daily activities and maintaining its various systems. Principals often have one or several vice-principals assisting them with their duties. On other hands the woreda education officer are a person who leads education work in woreda level. By using purposive sampling one secondary school principal from each school, supervisor and woreda education officer were selected as a sample and their total number is five.

Generally the total respondent that participates in the study is 130 from the total population 1898. The total populations taken as sample are taken purposively because they can provide more information on the issue under investigation since they are more familiar with it.

Table:-1 Summary of sample respondents from total population

No	Schools	Respondents	Total population	Sample	Percent
1	Gunchire	Teachers	58	18	31
		Students	760	29	4
		PTSA	7	3	43
		SETB	6	2	33
		Principals	4	1	25
2	Tarohogn	Teacher	37	12	32
		Students	520	22	4
		PTSA	7	3	43
		SETB	6	2	33
		Principals	3	1	33
3	Gomeshe	Teacher	31	10	32
		Students	442	19	4
		PTSA	7	3	43
		SETB	6	2	33
		Principals	2	1	33
		Supervisors	1	1	100
		Woreda expert	1	1	100
		Total	1898	130	100

Source: - Researcher (2016)

3.5 Data Collection Instruments

The data were gathered by using appropriate data collection tools in order to obtain real and valuable information from respondents and concerning organ.

3.5.1 Questionnaire

The questionnaire is widely used in educational research to obtain information about certain conditions and practices to inquire into opinions and attitudes of individuals and groups (Cresswell, 2014). To conduct this study, both open ended and close ended questionnaires were prepared and distributed to all sample of students, teachers, community representatives (PTSA, SETB) members. Closed ended items were prepared in order to obtain accurate data. Some of open-ended items were limited, because it was explained by respondents' views and understanding. On the bases of this 60 questionnaires were prepared and distributed to the respondents.

The questions consist of respondents' background information of community representatives (PTSA, SETB), students and teachers. The questionnaires were developed by the researcher based on the reviewed literature and basic research questions. The items of the questionnaire were constructed and modified from various sources based on the directives issued by the government and other related publications in relation to community participation in school programs.

3.5.2 Interview

The interview method of collecting data involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. The interview method of collecting data was used because it help the interviewer to get more information's which will be impossible to get them if another method will be used. There were three types of interview namely, structured, semi structured and unstructured interview. In order to get more information from the schools principals, supervisors and woreda education experts the researcher has used semi structure interview techniques.

The structured interview is the technique in which the number of questions and the wording of the questions are identical for all the respondents as well as the sequence in which the question are asked are the same to every respondents. The Semi-structured interview, in the semi-structured interview, interviewee asks general of interview schedule but is able to vary the sequence of question. The method is a qualitative technique of interviewing that combines both the elements of structured and unstructured interviewing. Lastly,

unstructured interview is the most flexible form of interview that does not employ a schedule to ask a pre-specified set of questions, nor are the question asked in a specified order. Most of the questions asked in unstructured interview are open-ended questions that allow free responses from the respondents. Most of the respondents especially from the local areas they have low level of understanding, therefore this method was appropriate to them (Bryman 2008, p.131).

3.5.3. Documents Review

The data were collected and organized in line with the basic research questions discussing and interpreting by relating them to reviewed literature. This is done to enrich data obtained through questionnaire and interviews to search additional information that cannot be acquired through other methods. Document analysis, files and documents will assess to see how they have been doing in the improvement of student academic performance.

In this regard, effective indicators of community participation in educational goals such as frequency number of meetings hold, variety of issues addresses tasks and objectives accomplish, etc. by PTSA and SETB members in the school goal achievement on bases of student academic performance.

3.6 Data Collecting Procedure

In order to collect data, first permission was sought from the University. Then, permission was also sought from the Enore Woreda Education Office for a voluntary data collection from government secondary schools' educators in their administration and the same way was followed to get permissions of principal for their respective schools. After this proper question are prepared distributed to the concerning school and community organ.

3.7 Data Analysis

Data analysis refers to the exploit of the collected data for the purpose of making implications that reflect the interests, ideas and theories that initiated the research (Bryman, 2008). The purpose of this study was to assess the practices of community participation in improving students' academic performance in secondary school in Enore Woreda of Gurage Zone, Central Ethiopia Region.

In order to achieve the objectives of the study, data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative data were used and analyzed accordingly.

In this study data collected from respondents (teachers, PTSA, SETB and students) were tabulated and systematically organized using the methods of descriptive statistics summarized by (frequency, mean and standard deviation). Beside to this Percentage and frequency distribution were employed to analyze various characteristics of sample population like sex, age, work experience, education level and the like.

Qualitative data collected through interview (principals, supervisor and educational officers) open ended questions and document review were analyzed in narrative analysis. The findings of the study are going to be reported based on analysis and interpretation of the data and based on this analysis conclusion and recommendation were forward.

CHAPTER FOUR

Results and Discussion

This part of the study deals with the presentation, analysis and interpretation of the findings of the data obtained from the sample population through questionnaires, interviews and document review. In this section there is two major parts. The first part presents general characteristics of the respondents and the second part deals with the analysis and interpretation of the practices of community participation in improving students' academic performance in secondary school in Enore Woreda. Data collected through close ended questions were analyzed by descriptive statics including frequency, mean and standard deviation. The qualitative data collected through interview, open ended questions and document review were analyzed by narrative analysis.

4.1. General characteristics of respondents

This section presents the demographic data of sample secondary school community members. Description of the characteristics of the target population gives some basic information about age, gender, marital status, educational level, occupation and additional responsibility of the respondents. To establish this all characteristics of the respondents they were asked. This demographic data of respondents were its own effect on the study. The following tables contains about the general characteristics of respondents involved in the study.

Table: 2. General characteristics of respondents based on their age, gender, marital status and education level of respondents.

Variables	Levels	Students		Teachers		PTSA		SETB		Principals		Supervisor		WEE	
		N	%	N	%	N	%	N	%	N	%				
Age	16-25	55	78.6	-	-	-	-	-	-	-	-	-	-	-	-
	26-35	10	14.3	10	25	2	22.2	-	-	-	-	-	-	-	-
	36-45	5	7.1	24	60	6	66.7	2	33.3	2	66.7	1	100	1	100
	46 and above	-	-	6	15	1	11.1	4	66.7	1	33.3	-	-	-	-
	Total	70	100	40	100	9	100	6	100	3	100	1	100	1	100
Gender	Male	42	60	30	75	-	100	6	100	2	66.7	1	100	1	100
	Female	28	40	10	25	-	-	-	-	1	33.3	-	-	-	-
	Total	70	100	40	100	9	100	6	100	3	100	1	100	1	100
Education level	Grade 1-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 9-12	70	100	-	-	1	11.1	1	16.7	-	-	-	-	-	-
	Diploma	-	-	-	-	4	44.4	3	50	-	-	-	-	-	-
	Degree	-	-	31	77.5	5	55.6	2	33.3	1	33.3	-	-	1	100
	MA	-	-	9	22.5	-	-	-	-	2	66.7	1	100	-	-
	Total	70	100	40	100	9	100	6	100	3	100	1	100	1	100
Marital status	Single	65	92.9	19	47.5	2	22.2	-	-	-	-	-	-	-	-
	Married	5	7.14	21	52.5	7	77.8	6	100	3	100	1	100	1	100
	Total	70	100	40	100	9	100	6	100	3	100	1	100	1	100

Where S= SETB P=PTSA N=Number of respondents WEE=Woreda education expert

Table 2 indicates the age, gender, educational background and marital status of the respondents. Regarding to age the majority of the students 78.6% found in age group 16-25 and the remaining 14.3% and 7.1% of student, 60% and 25% of teachers, 66.7% and 22.2% of PTSA, 33.3% and 66.7% of SETB was found in age of 26-35 and 36-45 respectively and 100% of (Supervisor and WEE) were found in age of 46 and above years.

The data shows that community members in sample secondary school participating in improvement of student academic performance were relatively youths and hence deemed as energetic and could positively be involved in school activities.

In concern of gender 60% of the students, 75% of the teachers, 66.7% of school principals and 100% of (PTSA, SETB and WEE) were males and the remaining part from listed one is female. The indications of this gender analysis the majority of participants are males. This showed that the number of female respondents was less than their male counter parts.

In regard of the educational level of respondents 25.5% teachers, 66.7% of principals and 100% of supervisors were master degree holder, 77.5% of teachers, 55.6% of PTSA, 33.3% of SETB and 100% of WEE were degree holder, 44.4% of PTSA and 50% of SETB were diploma holder and lastly 100% of students, 11.1% of PTSA and 16.7% of SETB were secondary school education level. The data shows that majority of the sample school community members had higher level of education (degree holder).

In regard of marital status of respondents 92.9% of students, 47.5% of teachers and 22.2% of PTSA members are single and 7.14% of students, 52.5% of teachers, 77.8% of PTSA and 100% (SETB, principals, supervisors and WEE) were married. This shows that, the majority of the respondents; have family responsible which may affect participation of those community representatives in school program.

Table: 3 Respondents general characteristics based on their occupations and additional responsibility of Teachers, PTSA, SETB and Principals.

Variables	Levels	Teachers		PTSA		SETB		Principals	
		N	%	N	%	N	%	N	%
Occupation	Government employee	40	100	5	55.6	3	50	3	100
	Merchants	-	-	2	22.2	2	33.3	-	-
	Farmer	-	-	2	22.2	1	16.7	-	-
	Any other	-	-	-	-	-	-	-	-
	Total	40	100	9	100	6	100	3	100
Responsibility	Unit leader	3	7.5	-	-	-	35.7	-	-
	Department head	12	30	-	-	-	-	-	-
	Member of PTSA and SETB	-	-	9	100	6	100	-	-
	Total	-	-	9	100	6	100	-	-

Table: 3 indicate the occupation and additional responsibility of respondents. In a sense of occupations, 100% of teachers and principals, 55.6% of PTSA and 50% of SETB were government employee, 22.2% of PTSA and 33.3% of SETB were merchants and 22.2% of PTSA and 16.7% of SETB were farmer. This indicates that most of the respondents were their own work. It is important to support the school for required time.

Some respondents have additional responsibility in their formal and official work like teachers, 7.5% of them were unit leader, 30% were department heads and 100% of PTSA and 100% of SETB were community representatives.

4.2 Data Presentation, Analysis and Interpretation

In the following tables the discussions about the view of respondents towards Teachers, PTSA and SETB members and students understanding about support of community, factors affecting community participation and the level of their involvement in school program was thoroughly made. It is also analyze and discuss the current level of PTSA and SETB members' relationship with school to facilitate school activities.

In computing the results of the study, I was used five points rating scale with 5 'strongly agree/very high', 4 'agree/high', 3 'Undecided /medium', 2 'disagree/low', and 1 'strongly disagree/very low'. The mean scores obtained from the data were interpreted as follow: '4.5 - 5.0 very high, 3.5 - 4.49 high, 2.5 - 3.49 medium, 1.5 - 2.49 low, and 0.5 - 1.49 very low.

4.2.1. The support of Community in School to Improve Students' Academic Performance.

Table 4: The support of Community on the School.

No	Items	Responses of respondents							
		Members	S. Agree (5)	Agree (4)	Undeci ded (3)	D. Agree (2)	S. D. Agree(1)	Mea n	S.D
			f (%)	f (%)	f (%)	f (%)	f (%)		
1	A community representative (PTSA and SETB) participates in all concerning	Ts	-	8(20)	11(27.5)	18(45)	3(7.5)	2.60	0.90
		P	-	1(11.1)	5(55.6)	3(33.3)	-	2.78	0.67

	issue and encourage the remaining part of community.	S	-	1(16.7)	3(50)	2(33.3)	-	2.83	0.75
2	The community has material donations to schools like footballs, furniture.	Ts	-	9(22.5)	10(25)	17(42.5)	4(10)	2.60	0.95
		P	-	1(11.1)	6(77.8)	2(22.2)	-	2.89	0.60
		S	-	1(16.7)	4(66.7)	1(16.7)	-	3.00	0.63
3	Community supports the school financially for necessary school performance.	Ts	-	13(32.5)	15(37.5)	12(30)	-	3.05	0.78
		P	-	3(33.3)	4(44.4)	2(22.2)	-	3.11	0.78
		S	-	4(66.7)	2(33.3)	-	-	3.67	0.51
4	The community provides land to the schools for establishment and expansion of schools.	Ts	5(12.5)	19(47.5)	13(32.5)	3(7.5)	-	3.70	0.8
		P	1(11.1)	5(55.6)	2(22.2)	1(11.1)	-	3.67	0.87
		S	1(16.7)	3(50)	1(16.7)	1(16.7)	-	3.33	0.81
5	The community provides labor in time of school construction and other broad school work.	Ts	6(15)	23(57.5)	8(20)	3(7.5)	-	3.82	0.81
		P	1(11.1)	5(55.6)	3(33.3)	-	-	3.78	0.67
		S	1(16.7)	3(50)	2(33.3)	-	-	3.83	0.75
6	The community provides careers guidance for school advancement on expected activities.	Ts	-	18(45)	12(30)	10(25)	-	3.25	0.9
		P	-	2(22.2)	4(44.4)	2(22.2)	-	3.00	0.70
		S	-	3(50)	1(16.7)	2(33.3)	-	3.33	0.81
7	Community Participates in creating conducive school environment & effort made to promote order and stability.	Ts	-	7(17.5)	9(22.5)	18(45)	6(15)	2.45	0.95
		P	-	5(55.6)	2(22.2)	2(22.2)	-	2.89	0.78
		S	-	3(50)	2(33.3)	1(16.7)	-	3.33	0.81
8	Community participates on helping children at home in their learning and coming school on time	Ts	-	8(20)	11(27.5)	19(47.5)	2(5)	2.62	0.87
		P	-	2(22.2)	4(44.4)	3(33.3)	-	2.89	0.78
		S	-	1(16.7)	4(66.7)	1(16.7)	-	2.83	0.75
9	The community representative inspects the school teaching learning process to comment and to fulfill the gaps.	Ts	-	6(15)	8(20)	20(50)	6(15)	2.35	0.92
		P	-	1(11.1)	6(77.8)	2(22.2)	-	2.89	0.60
		S	-	1(16.7)	3(50)	2(33.3)	-	3.00	0.63
10	There are committed and responsible communities to improve students' academic performance.	Ts	-	11(27.5)	10(20)	19(47.5)	-	2.80	0.85
		P	-	1(11.1)	4(44.4)	4(44.4)	-	2.67	0.70
		S	-	1(16.7)	2(33.3)	3(50)	-	2.67	0.82

Where S = SETB P= PTSA T=Teachers and f= frequency

The mean value of item (1, 2, 7, 8, 9 and 10) PTSA, SETB and teachers response was below mean value (3.00). Regarding to this it is possible to conclude that the support of community on school to improve student academic performance is unsatisfactory.

On other hands the mean value of item (3, 4, 5 and 6) PTSA, SETB and teachers response was above average mean (3.00). These indicate that community support on school was medium but not sufficient. The details of each item analysis were described as follows:-

Item 1 of Table 4 deals with community representative (PTSA and SETB) participates in all concerning issue and encourages the remaining part of community, 55.6% of PTSA and 50% of SETB response was undecided and 45% of teachers responses was disagree. This reflection implies that the involvement of community representative was insignificant.

As it can be seen from the above table item 2, that the community provides materials to schools such as footballs, furniture to moderate schools, 77.8% of PTSA and 66.7% of SETB responses was undecided and 42.5% of teachers responses was disagree. This confirmed that majority of respondents response was undecided and disagree.

Jeremy (2017) argues that investing in school infrastructure, better teachers and inclusivity will have a positive impact on the accessibility and quality of education worldwide. However, in the current international education development agenda, community engagement and local knowledge has been pushed aside for grander and more centralized options. Using the extensive knowledge of social capital and its roots in education, as well as the more contemporary history of community engagement and schooling in the developing world, this brief recommends that the international community, national and local governments and non-governmental organizations promote community engagement in the administration, goals and day-to-day life of primary and secondary schools.

With regard to item 3 of the above table the Community supports the school financially for necessary school performance 66.7% of SETB response was agree, 37.5% of teachers and 44.4% of PTSA responses was undecided.

Regarding to financial contribution of community the feedback from interview of woreda education experts revealed that, the secondary school advancement in Ethiopia, not only get the support from the government but also require the support from communities and parents.

According to Gunchire, Gomeshe and Tarohogn secondary school reported documents, there is fixed amount of money that the parents annually contribute to school for different purpose. This annual parent's contribution must require agreement in school parent's conference. But it is not paid at once, it takes a long time. These were highly affecting the school plan and program implementation.

As it can be seen from above table item 4, the community provides land to schools for establishment and expansion of schools 47.5% of teachers, 55.6% of PTSA and 50% SETB response was agree. This respondent's responses indicate that the provision of land to the school expansion was medium because their provision of land based on compensation or payments.

Regarding to item 5 of above table, community provides labor in time of school construction and other broad school activities 57.5% of teachers, 55.6% of PTSA and 50% of SETB response was agree.

The interview feedback from school principals revealed that, some part of community believes that their financial support is enough for all school activities, so this miss understanding highly affect their effective participation in improving student academic performance; because educations work require multi-dimensional and continuous contribution from all stakeholders.

As indicated in Ministry of education (MOE, 2002), community representative activates the local community to extend financial, material, labor, etc. contribution to build the capacity of schools and enhance the educational activities in their neighborhood. Government should also assist the community capacitating and creating awareness about the importance of education. Therefore community in cooperation with government and nongovernmental organizations' should expand schools in their environment. This cooperation creates adequate opportunity to improve students' academic performance.

As it can be seen from the above table item 6, community provides careers guidance for school advancement in all expected performance, 45% of teachers and 50% of SETB response was agree and 44.4% of PTSA response was undecided. In a sense of above respondent's view the support of community in providing career guidance was medium.

In regard of item 7, community Participates in creating conducive school environment & effort made to promote order and stability 55.6% of PTSA and 50% of SETB response was agree and 45% of teachers were rated disagree. The above reflection of respondent's reveal that making school comfortable to teaching learning process was majorly left for teachers and principals.

The interview response of school principals indicates that:-

“With regard of community role to create conducive school environment & effort made to promote order and stability there is great gap. This is because some of the community members prioritizes the difference rather than unity. This became great challenge to solve disputes that occurred in a school”.

In the same way the secondary school supervisors forward his view on community role to create conducive school environment & effort made to promote order and stability there is great gap.

In the case of item 8, community participates on helping children at home in their learning and coming school on time 44.4% of PTSA and 66.7% of SETB response was undecided and 47.5% of teachers was disagree. The response of respondents reveals the community helping children at home in their learning and coming school on time was unsatisfactory.

According to the interview feedback from secondary school supervisors and principals indicates that: - some parents discharge their parental obligation by fulfilling food, clothes and educational equipment (exercise book, reference book, bag and so on), but they do not refrain from giving many tasks that affect their children's' study time. This is great obstacle on student academic performance. In addition to this most the students learn for only paper or grade 12 certificates for different purpose. Based on this response it is possible to conclude the today's students' academic effectiveness was under the challenge.

Regarding to item 9 of the above table, community representatives inspects the school teaching learning process to comment and to fulfill the gaps 77.8% of PTSA and 50% of SETB response was agree and 50% of teachers response was undecided. The responses of respondents show that the community representative inspects the school teaching learning process to comment and to fulfill the gaps was insufficient.

In case of item 10, Communities are generally committed and responsible to improve students' academic performance 47.5% of teachers, 44.4% of PTSA and 50% of SETB response was disagree.

Besides, from the interview held with woreda education experts, it was found out that community has no commitment and readiness to take responsibility in most of required time. Due to this, most of the school practical actions were left for school principals and teachers.

The document of staff meeting similarly reflects the above description because the community have not ready to devote their time.

According to Ginny community engagement in education is widely recognized as a vital force in the effort to remove barriers to achieving quality education for all. Although generalized problems can be identified externally (i.e., low school enrollment), it is a community's engagement in the reflective analysis of its particular situation that leads to locally generated, locally viable, long-term solutions. Successful engagement empowers communities to participate in multiple facets of education support.

4.2.2. Factors affecting community participation on school program to improve students' academic performance.

Table 5: Factors affecting community participation on school program.

No	Items	Responses of respondents							
		Members	S. Agree	Agree	Undecided	D. Agree	S.D. Agree	Mean	S.D
			f (%)	f (%)	f (%)	f (%)	f (%)		
1	Negative of attitude teachers, principals and community.	Ts	8(20)	27(67.5)	5(12.5)	-	-	4.07	0.53
		P	2(22.2)	5(55.6)	2(22.2)	-	-	4.00	0.70
		S	2(33.3)	4(66.7)	-	-	-	4.14	0.69
2	Lack of or insufficient training	Ts	-	20(50)	13(32.5)	7(17.5)	-	3.32	0.76
		P	-	5(55.6)	4(44.4)	-	-	3.56	0.52
		S	-	4(66.7)	2(33.3)	-	-	3.71	0.49
3	Low level of income and insufficiency of resources among community	Ts	9(22.5)	26(74.3)	5(12.2)	-	-	4.10	0.59
		P	2(22.2)	5(55.6)	2(22.2)	-	-	4.00	0.70
		S	1(16.7)	5(83.3)	-	-	-	4.17	0.40
4	Centralization of decision making by school management.	Ts	3(7.5)	28(75)	5(12.5)	4(10)	-	3.75	0.74
		P	1(11.1)	5(55.6)	3(33.3)	-	-	3.78	0.67
		S	1(16.7)	3(50)	2(33.3)	-	-	3.83	0.75
5	Lack of transparency among school principals and community representative.	Ts	6(15)	21(52.5)	7(17.5)	6(15)	-	3.67	0.91
		P	1(11.1)	4(44.4)	4(44.4)	-	-	3.67	0.70
		S	1(16.7)	3(50)	2(33.3)	-	-	3.83	0.75
6	Community's proximity problem to schools affects their effectively supports.	Ts	-	25(62.5)	9(22.5)	6(15)	-	3.47	0.75
		P	-	5(55.6)	4(44.4)	-	-	3.56	0.52
		S	-	3(50)	3(50)	-	-	3.50	0.54

Where S = SETB P= PTA T=Teachers and f= frequency

With regard of table 5 item 1, Negative attitude of teachers, principals and community that affect community participation 67.5% of teachers, 55.6% of PTSA and 66.7% of SETB responses was agree. The response of respondent's indicates the negative attitude of school stakeholders highly affect the effective participation of community on school program.

In item 2, lack of or insufficient trainings that affect community participations 50% of teachers, 55.6% of PTSA and 66.7% of SETB response was agree. This view of respondent shows that lack of training for community is not that much affect their participation on school activities because firstly careless community can not completely initiated by training. So primarily the communities' readiness to take and carry responsibility play prominent role on their active participation in school program.

In item 3, Low level of income and insufficiency of resources among community affect their participations, 74.3% of teachers, 55.6% of PTSA and 83.3% of SETB response was agree.

The document review from manual of SIP, community schools, which are often established in poor, remote communities, can require greater contributions from the community than government schools in wealthier areas in terms of fees, support for the instructors and school construction. This need can widen the economic divide and increase the discrepancy in the quality of education available to the poorest communities. Even when community members providing skilled labor are paid for their services, those with skills are already likely to be the better off members of the community. Those less likely to have access to paid employment are expected to volunteer their services.

In item 4, Centralization of decision-making by school management, 75% of teachers, 55.6% of PTSA and 50% of SETB response was agree. This reflection show that centralization of decision-making was highly affects the effective participation of community in school program.

In item 5, lack of transparency among school principals and community representatives that affect the participation of community, 52% of teachers, 44.4% of PTSA and 50% of SETB response was agree.

In item 6, Community's proximity problem to schools affects their effectively supports, 62.5% of teachers, 55.6% of PTSA and 50% of SETB response was agree.

From the interview with supervisors and Woreda education experts, it was difficulty of the topography, the sparse settlement of the community due to long distance between school and home were some reasons that affect community representative to meet and discuss on regular basis.

4.2.3. The extent of community participation on school programs.

Table 6:- Community participation to create conducive school environment.

No	Activities	Response of respondents							
		Member	V. High	High	Medium	Low	V. low	Mean	S.D
			f(%)	f(%)	f(%)	f(%)	f(%)		
1.1	Community Solve problems that related to student's discipline.	T	-	6(47.5)	10(25)	21(52.5)	3(7.5)	2.47	.84
		P	-	1(11.1)	2(22.2)	4(44.4)	2(22.2)	2.22	.97
		S	-	1(16.7)	2(33.3)	3(50)	-	2.67	.81
1.2	Community representative follows the students and teachers teaching learning process to create smooth relation among them.	T	-	5(12.5)	9(22.5)	22(55)	4(10)	2.37	.83
		P	-	1(11.1)	3(33.3)	5(55.6)	-	2.56	.72
		S	-	-	3(50)	3(50)	-	2.50	.54
1.3	Community participates in provision of labor, money and material to school for required time and action.	T	-	8(20)	11(27.5)	18(45)	3(7.5)	2.60	.90
		P	-	1(11.1)	3(33.3)	4(44.4)	1(11.1)	2.44	.88
		S	-	1(16.7)	2(33.3)	3(50)	-	2.67	.82
1.4	Community representatives make friendship with school management to mobilize school activities.	T	-	4(10)	9(22.5)	20(50)	7(17.5)	2.25	.86
		P	-	-	2(33.3)	5(55.6)	2(33.3)	2.00	.70
		S	-	-	3(50)	2(33.3)	1(16.7)	2.33	.81

Where S = SETB P= PTSA T=Teachers and f= frequency

The above table 6, of the mean value of each item range from 2.00 to 2.67, these indicate below the average mean (3.00). Generally the response of respondents has shown that the

level of community participation regarding to create conducive school environment was rated as low. The result of each item analysis is described in detail as follows.

With regard to item 1.1, community Solve problems that related to student's discipline, 52.5% of teachers, 44.4% of PTSA and 50% of SETB response was low. The above description of respondents reveals that the extent of community participation to solve the problems that related student discipline was unsatisfactory.

With regard to item 1.2, Community representative follows the students and teachers teaching learning process to create smooth relation among them, 55% of teachers, 55.6% of PTSA and 50% of SETBs response was low.

According to item 1.3, Community participates in provision of labor, money and material to school for required time and action, 45% of teachers, 44.4% of PTSAs and 50% of SETBs response was low. These responses of respondents indicate that the extent of Community participation in provision of labor, money and material to school for required time and action is insufficient.

With regard to item 1.4, Community representatives make friendship with school management to mobilize school activities , 50% of SETBs response was medium and 50% of teachers and 55.6% of PTSAs response was low. The major response of respondents show that the extent of Community representatives make friendship with school management to mobilize school activities is not moderate.

From the interview with Woreda education experts, supervisors and reports collected by them shows that; the primary responsibility was mainly left for teachers and principals and the role of community with regard of community participation to create conducive school environment was found to be low. This were one of the listed reasons for failure of student academic performance in the study area.

The document review of school shows that, communities were less trends to carrying out their responsibilities to create conducive school environment in school to improve the student academic performance.

Table 7: Level of community participation on planning

No	Activities	Response of respondents							
		Member	V. High	High	Medium	Low	V.Low	Mean	St.Dev
			f(%)	f(%)	f(%)	f(%)	f(%)		
2.1	Community representative formulating strategic plan and action plan for school activities.	T	-	4(10)	8(20)	23(57.5)	5(12.5)	2.27	.81
		P	-	-	3(33.3)	5(55.6)	1(11.1)	2.22	.67
		S	-	-	1(16.7)	3(50)	2(33.3)	1.83	.75
2.2	Community plan yearly schedule for their school contribution.	T	-	6(15)	14(35)	20(50)	-	2.65	.73
		P	-	2(22.2)	2(22.2)	5(55.6)	-	2.67	.87
		S	-	1(16.7)	2(33.3)	3(50)	-	2.67	.81

Where S = SETB P= PTA T=Teachers and f= frequency

As indicated in Table 7, the mean values of each item range from 1.83 to 2.67 and less than the average mean value (3.00).

This implies that the level of community participation on school planning was inadequate. The result of each item analysis is described in detail as follows. As it can be seen from item 2.1, Community representative formulating strategic plan and action plan for school activities, 57.5% of teachers, 55.6% of PTSA and 50% of SETB response was low. The response of respondents reveals that the extent of Community representative formulating strategic plan and action plan for school activities was unsatisfactory.

According to item 2.2, Community plan yearly schedule for their school contribution, 50% of teachers, 55.6% of PTSA and 50% of SETB response rated low. From this it is possible to conclude that most of the school action plans were left to principals and teachers. This could be either due to low level of community participation in time of planning and decision making.

Table 8: Level of community participation in decision making

No	Activities	Response of respondents							
		Member	V. High	High	Medium	Low	V.low	Mean	St. dev.
			f(%)	f(%)	f(%)	f(%)	f(%)		
3.1	Ready to take responsibilities in decision making activities in their school program.	T	-	2(5)	8(20)	25(62.5)	5(12.5)	2.18	.71
		P	-	-	2(22.2)	4(44.4)	3(33.3)	1.89	.78
		S	-	-	1(16.7)	2(33.3)	3(50)	1.67	.81
3.2	Regular discussion with school-community about school-age children to come to school and give suggestions on situations of students' dropout	T	-	3(7.5)	9(22.5)	24(60)	4(10)	2.27	.75
		P	-	-	2(22.2)	5(55.6)	2(22.2)	2.00	.70
		S	-	-	2(33.3)	2(33.3)	2(33.3)	2.00	.89
3.3	Deciding students' and teachers' disciplinary problems	T	-	5(12.5)	13(32.5)	18(45)	4(10)	2.55	.84
		P	-	1(11.1)	3(33.3)	4(44.4)	1(11.1)	2.44	.88
		S	-	1(16.7)	1(16.7)	2(33.3)	2(33.3)	2.17	1.17
3.4	Decision making on plan implementation and issue of budget.	T	-	3(7.5)	8(20)	23(57.5)	6(15)	2.20	.79
		P	-	-	1(11.1)	5(55.6)	3(33.3)	2.78	.67
		S	-	-	2(33.3)	3(50)	1(16.7)	2.17	.75

Where S = SETB P= PTA T=Teachers and f= frequency

The above Table 8, with regard of participation of community in decision making in school activities ranging from 1.67 to 2.78, which are expressively less than the ideal mean value (3.00). The result of each item analysis is described in detail as follows.

With regard to item 3.1, community is ready to take responsibilities in decision making activities in their school programs, 62.5% of teachers and 44.4% of PTSA response was low and 50% of SETB response was very low. The reflection of respondents indicates that the extent of community participation that ready to take responsibilities in decision making in their school program was low.

Regarding to item 3.2, Regular discussion with school-community about school-age children come to school and give suggestions on situations of students' dropout, 60% of teachers , 55.6% of PTSA and 33.3% of SETB response was very low. This indicates that, community has no regular discussion trend on their school concerning issue but it is only time and case based.

The feedbacks from interview of supervisor show that:-

“The school principal in all required time invites the community in school starting and ending casus by different means but most of the community members do not have positive and quick response. They give priority for their self- action. So this is great obstacle for education goal achievement and students' academic performance in Enore woreda”.

Regarding to item-3.3,Community participate to decide students' and teachers' disciplinary problems, 45% of teachers, 44.4% of PTSA and 33.3% of SETB response was low. The descriptions of respondents show that the extent of community participations regarding to decide on students' and teachers' disciplinary problems was insignificant.

Lastly, in case of item-3.4, community participates in decision making for plan implementation and issue of budget 57.5% of teachers, 55.6% of PTSA and 50% of SETB response was low.

Some of the school reports reveal that, most of time making decision on school budget, determine how it was spent and implement plan was made by the school principals and teachers. So the participation of the community in school financial decision, disciplinary complains, school budget and administration, monitoring on teacher performance was insignificant and simply nominal.

Table 9: Community participation on Monitoring and Evaluation

No	Activities	Response of respondents							
		Member	V. High	High	Medium	Low	V.low	Median	St.dev
			f(%)	f(%)	f(%)	f(%)	f(%)		
4.1	Preparing evaluating criteria to evaluate the school plan implementation.	T	-	-	7(17.5)	26(65)	7(17.5)	2.00	.60
		P	-	-	1(11.1)	5(55.6)	3(33.3)	1.78	0.67
		S	-	-	2(33.3)	3(50)	1(16.7)	2.17	0.75
4.2	Evaluating the school activities either performed or not in according to plan.	T	-	4(10)	11(27.5)	20(50)	5(12.5)	2.35	.83
		P	-	-	3(33.3)	4(44.4)	2(22.2)	2.11	.78
		S	-	-	3(50)	2(33.3)	1(16.7)	2.33	.82
4.3	Monitoring the school resources and evaluating proper utilization of it.	T	-	2(5)	7(17.5)	26(65)	5(12.5)	2.15	0.70
		P	-	-	2(22.2)	3(33.3)	4(44.4)	1.78	0.83
		S	-	-	1(16.7)	3(50)	2(33.3)	1.83	0.75

Where S = SETB P= PTSA T=Teachers and f= frequency

Table 9, summarizes that the community participates in monitoring and evaluation of school program, each item range from 1.78 to 2.35 and its average mean value were less than (3.00). The detail of each item analysis was discussed as follows:

As indicated in item 4.1, Community prepare evaluating criteria to evaluate the school plan implementation, 65% of teachers , 55.6% of PTSA and 50% of SETB response was low. The respondents reaction reveal that, the extent of community participations regarding to Prepar evaluating criteria to evaluate the school plan implementation was not moderate.

In regard of item 4.2, Evaluating the school activities either performed or not in according to plan, 50% of SETB response was medium, 50% of teachers and 44.4% of PTSA response was low.

According to item 4.3, monitoring the school resources and evaluating proper utilization of it, 65% of teachers and 50% of SETB response was low and 44.4% of PTSA was very low. In a sense of this response the school environment and compound itself indicates, there is improper utilization of public resource and absence of care taker.

The information provided by Woreda education experts and secondary school supervisor, the participation of the community in monitoring and evaluation of school program was insufficient. This shows that, safeguarding of schools resources or school property and other required issue is left to school staff, while community representatives (PTSA and SETB) were not properly discharge their responsibility.

Table 10: Students view on the role of community participation on improvement of secondary school students’ academic performance.

N Items	Response of students	
	Frequency	Percent
1 Do your parents have experience to participate in school program actively?		
Yes	37	52.9
No	33	47.1
2 To what extent do you believe that involvement of the local community is important for the betterment of the student academic performance?		
Very high	15	21.4
High	39	55.7
Medium	16	22.9
Low	-	-
Very low	-	-
3 Do your parents have trends to follow up and initiate the learner come to school on time?		
Yes	31	44.3
No	39	55.7
4 What is the current status of PTSA relationship with SETB to support the school effectively?		
Excellent	-	-
Very good	19	27.1
Good	41	58.6
Bad	10	14.3
5 Have the PTSA and SETB in your school ever taken any training/workshop/ orientation that would enable them to execute their duties and responsibilities properly?		
Yes	22	31.4
No	48	68.6

6	If your answer for item '5' is 'Yes' in what extent do you believe that the training has helped them to execute their duties and responsibilities?		
	Very High	33	47.1
	High	21	30
	Medium	16	22.9
	Low	-	-
	Very low	-	-
7	To what extent do the school principals encourage the community representative's to participate in a school activities?		
	Very high	6	8.6
	High	27	38.6
	Medium	26	37.1
	Low	11	15.7
	Very low	-	-
8	How often do your parents' conducting meeting to discuss with teachers and school principals to solve schools problem?		
	Weekly	9	12.9
	Monthly	25	35.7
	Quarterly	30	42.9
	Annually	6	8.6
9	Is that do your parents support the school financially and materially as required to improve the student academic performance?		
	Yes	50	71.4
	No	20	28.6
10	What are the major factors that affect the school community relationship for school effectiveness?		
	lack of awareness	38	54.3
	lack capital and resource	15	21.4
	Distance of school from their village	7	10
	Centralization of decision making	10	14.3
	Specify any other	-	-
11	Is that the school has comfortable environment to make good reaction with education concerning organ to achieve school goal?		
	Yes	40	57.1
	No	30	42.9
	Total	70	100

As indicated on table 10 item 1, regarding to parents participate in school program 37(52.9%) of the respondents assured that yes and 33(47.1%) of the respondents assured that no. The response of students indicates that some of their parents were experienced regarding to participate in school program.

With regard to item 2, local community involvement for the betterment of the student academic performance, 15(21.4%) of the respondents assured that very high, 39 (55.7%) of the respondents assured that high and 16(22.9%) of the respondents assured that medium. Based on the response of students it is possible to conclude that the community participation play a crucial role in student academic performance.

According to item 3, the parents has a trends to follow up and initiate the learner come to school on time, 31(44.3%) of the respondents assured that yes and 39(55.7%) of the respondents assured that no. The majority of student's response reveals that few parents was initiated and committed to attend the students' performance and time utilization.

Poor quality of academic performance is an issue of concern to members of the society. This deplorable situation is attributed to many factors such as lack of parental and community involvement. Hence, Schools and government should focus not only on parental involvement, but also on establishing strong partnerships and relationships with parents and communities (Bray, 1996).

According to Woreda education experts and secondary school supervisors interview response, community representative sometimes conduct house-to-house visits and tell parents to send their children to schools. Sometimes also they meet and discuss with parents about school-age children. But most the children's hope and youth's attention is business running. This is the great challenge for student academic performance.

As indicated on item 4, the status of PTSA relationship with SETB to support the school effectively, 41(58.6%) of the respondents assured that good and 19(41.4%) of the respondents assured that badly.

With regard to item 5, the existence of training or workshop for PTSA and SETB to enable them to implement their duties, 22(31.4%) of the respondents assured that yes and 48(68.6%) of the respondents assured that no. Based on the response of student it is possible to generalize, there was insufficient training or workshop to enable them to implement their duties properly.

According to item 6, the outcome of training or workshop on PTSA and SETB for effective school interaction and work, 33(47.1%) of the respondents assured that very high, 21(30%) of respondents assured that high and 16(22.9%) of respondents assured that medium.

Capacity development gives community members opportunities to augment their existing skills and acquire the new skills and increased confidence needed to participate, plan, manage, and evaluate. Capacity development includes training in specific skills such as participatory planning, project design and management, financial management, educational quality and supervision and literacy and numeracy. Ongoing mentorship reinforces and consolidates the use of the newly learned skills. The transfer of skills within the community itself is necessary to strengthen the pool of human resources and ensure long-term sustainability, (Ginny, 2011).

As indicated item 7, the extent of school principals encourage the community representative's to participate in a school activities, 6(8.6%) of the respondents assured that very high, 27(38.6%) of the respondents assured that high, 26(37.1%) of the respondents assured that medium and 11(15.7%) of the respondents assured that low. Most of the student's reflection show that the school principals do not sufficiently encourage community representative's to participate in school activities.

In case of item 8, the parents' meeting to discuss with teachers and school principals to solve schools problems, 9(12.9%) of the respondents assured that weekly, 25(35.7%) of the respondents assured that monthly, 30(42.9%) of the respondents assured that quarterly and 6(8.6%) of the respondents assured that annually. It is possible to generalize that most of parents conduct meeting in school for education purpose quarterly. Because this time may considered as semester and they are required time for different purpose.

As indicated on item 9, the parents support school financially and materially as required to improve the student academic performance, 50(71.4%) of the respondents assured that yes and 20(28.6%) of the respondents assured that no.

According to item 10, the major factors that affect the school community relationship for school effectiveness 38(54.3%) of the respondents assured that lack of awareness, 15(21.4%) of the respondents assured that lack capital and resource, 7(10%) of the respondents assured that distance of school from their village and 10(14.3%) of the respondents assured that Centralization of decision making.

As indicated in item 11, the school has comfortable environment to make good reaction with education concerning organ to achieve school goal, 40(57.1%) of the respondents assured that yes and 30(42.9%) of the respondents assured that no.

In utmost of schools as the interview held with school principals, supervisors and Woreda education officials, show that community representatives were not effectively functioning. In addition to this the above descriptions of respondent reveal that the participation of community in improving the student's academic performance was insufficient.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter deals with a summary of the main points, conclusions drawn and recommendations suggested:-

5.1. Summary

The main purpose of this study was to assess the practices of community participation in improving students' academic performance in secondary school in Enore Woreda of Gurage Zone, Central Ethiopia Region.

In order to achieve this purpose, the study was made to answer the following basic questions:

1. What kinds of supports do the community deliver to the schools for improving student's academic performance in Enore woreda?
2. What are the factors that affect community participation in improving students' academic performance?
3. What is the extent of community participation targeted on enhancing the students' academic performance?

To this effect, the descriptive survey research design was used and it includes frequency, mean and standard deviation. In addition to this quantitative and qualitative approaches were utilized. In order to give answers to the above research questions, questionnaires, interviews and document reviews were used to obtain relevant data.

The questionnaires were distributed to 40 teachers, 70 students, 9 PTSA and 6 SETB. The interviews were conducted with 3 secondary school principals, 1 supervisor and woreda education officer.

The data obtained through the questionnaires were analyzed by descriptive analysis by using frequency; mean and standard deviations and qualitative data were analyzed by narrative analysis. The major findings of the study were summarized as follows:-

5.1.1. The Support of Community in school to improve student academic performance.

In concern of community support to school by different means like material donation, financial provision, labor and career guidance to improve student academic performance the responses of respondents was unsatisfactory. Whereas Community participates in helping children at home and community representative inspects the school teaching learning process to comment and to fulfill the gaps was medium. Generally the analysis result show that the support of community in school is mandatory but their contribution is insufficient.

5.1.2. Factors affecting community participation on school program to improve students' academic performance.

The study finding reveals that there were several factors that affect community participation in school to improve student academic performance. The respondents' response indicated that lack of training, low level of income and insufficiency of resources among community, centralization of decision-making by school management and Community's proximity problem to schools were highly affect participation of community in school program.

5.1.3. The extent of community participation in school programs.

In concern of Community participation to create conducive school environment the respondents reflections mean value was less than 3.00. In this regard it is possible to conclude the level of community participation with regard to creating conducive school environment was low.

With respect to community participation in planning of school activities, almost half of respondents (53.23%) indicated that their role in planning was low. That is, it was point out that the school plan was prepared by principals together with department head and unit leader and final community representatives were approved it.

The majority of the respondents responded that the level of community participation in decision making was low. Therefore most of the times a decision were made on concerning issue by school principal and teachers.

With respect to community participation in monitoring and evaluation of school performance, majority of respondents indicated that their participation in school performance was medium and below average mean value.

5.2. Conclusions

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

This research aimed to assess the practices of community participation in improving student academic performance. As the study indicated the majority of the respondents (teachers, PTSA, SETB and students) the support of community in school to improve students' academic performance by provision of finance, material, land for school expansion, career guidelines, helping children at home in their learning and going school on time and community representative inspects the school teaching learning process to comment and to fulfill the gaps was unsatisfactory. From this it is possible to conclude that the role of community representatives (PTSA and SETB) and other concerning part of community support on school were low. Because they give priority for their self-action, lack of awareness and commitment. For the case of this it is difficult to achieved expected result of students.

As revealed by the majority of the respondents negative attitude of teachers, principals and community, lack of training, low level of income and insufficiency of resources, centralization of decision-making by school management, lack of transparency among school concerning organ, long distance from community living and school to support learner were the prominent factors that influence effective and efficient participation of community to improve the students' academic performance.

With regard to the level of community participation in school programs, to create conducive school environment, participate in planning, decision making, monitoring and evaluation was insignificant. Moreover, the participation of the community with its representatives (PTSA and SETB) to improve students' academic performance was unsatisfactory. This implies that lack of committed involvement of community in school programs affects students' academic performance.

5.3 Recommendations

Depending on the findings and the conclusion made, the following recommendations are forwarded:

- ❖ Educational experts and school managements should develop trend of native problem solving techniques in school and in education process.
- ❖ Create communication channels used to link information about school goal achievement in relation to student academic performance to community; initiate them to participate in overall school activities.
- ❖ Educational experts and school management should understand the nature or characteristics of each school and its environment to develop collaborative working & encourage school community to involve in school program actively.
- ❖ Raising awareness of all stakeholders' in school and participants in education program in the study area by creating discussion forums, conferences, consultative meeting to make this organ committed, initiated and active.
- ❖ WEO should revise the ways and directions of community involvement to be involved actively and effectively in school activities.
- ❖ School management should use participatory leadership approach and engage community members and concerning organ in school equally.
- ❖ The school principals prepare participatory calendar for all school activities that perform in academic year and give for stakeholder.
- ❖ Teachers and school principals should willingly accept suggestion that given by education stakeholder for better performance.
- ❖ WEO should establish the ways by which it could follow up and assess the action of PTSA and SETB of schools by making it part of its super visionary activities. This helps them to identify their weakness and take the necessary measures to initiate them for coming time.

- ❖ WEO and school management should develop ways of encouraging PTSA and SETB members in their annual plans and program so that those who exhibited greater performance would be awarded at the end of the academic year.
- ❖ Capacity building: - it is unquestionable because nobody is absolutely perfect, so the community members and other school stakeholders get adequate training and support that enables them to perform their duties effectively.
- ❖ Developing trends of experience sharing: - it is the ways that help to fill gaps in all level of work. So zone education directives, WEO and schools should prepare program for sharing of experience to teachers, principals and community representatives (PTSA and SETB), to give them the chance to learn more from the others.

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APPENDIX
WOLKITE UNIVERISTY
SCHOOL OF GRADUATES STUDIES

APPENDIX-A:- Questionnaire to be Filled by Teachers and Community Members.

Dear respondents

The purpose of this questionnaire is to collect data for the study on the title “Investigating the role of community participation on improvement of secondary school students’ academic performance”. The researcher is going to conduct this study for academic purpose i.e. for a partial fulfillment of MA degree in Civics and ethical studies. Therefore, your genuine information is highly valuable for the success of this study. The researcher would like to assure you that your response will be kept confidential. Truthfully, feel free and try to answer the questions honestly and accurately. You are not required to write your name.

Thank you for your passionate cooperation!

General Instructions

- No need of writing your name
- For the questions you are asked to choose among the alternatives, please choose and encircle the letter of your choice
- For the open ended type questions, try to put your answers on the space provided in a neat and readable hand writings.
- It would be advisable if you answer all questions
- Honestly be aware that this investigation has nothing to with religious and political stand.

1. Personal information

1.1 Name of school _____

1.2. Kebele _____

1.3 Occupation and additional responsibilities?

A) Teacher B) Unit leader C) Department head D) SETB (board) member E)

PTSA (association) member F) Merchant G) Farmer

1.4 Age

A. 16-20 B. 20-30 C. 30-40 D) 50 and above

1.5 Gender;-

A) Male B) Female

1.6 Marital status

A) Married B) Single C) other-----

1.7 Educational status

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

D) Diploma E) Degree F) Masters

Part-One: The Support of Community on School to Improve Students' Academic Performance.

Direction: The following items are related to the support of community to improve secondary school students' academic performance. Please make a tick mark (√) on all the items which apply to you.

No	Activities	Level of support					
		Very high	High	Medium	Low	Very low	Low
1	A community representative (PTSA and SETB) actively participates in all concerning issue and encourage the remaining part of community.						
2	The community has material donations to schools such as footballs, furniture and like.						
3	The community provides capitals for necessary school performance.						
4	The community provides land to the schools for establishment and schools expansion.						
5	The community provides the labor in the construction of the schools and other broad school work.						
6	The community provides careers guidance for school advancement in all expected performance.						
7	Community Participates in creating conducive school environment & effort made to promote order and stability.						
8 0	Community participates on helping children at home in their learning and coming school on time.						
9	The community representative inspects the school teaching learning process to comment and to fulfill the gaps.						
10	There are committed and responsible communities to improve students' academic performance.						

11. If any another contributing ways of community in their school to improve students' academic performance, please list some of them.-----

12. If there is no sufficient contributions of community to their school what is the main reason behind to this regarding to question 11?

13. What are the possible measure to initiate community to actively participate on school program and activities to improve students' academic performance?

Part-Two: - Factors that affecting community participation_on school programs.

Direction:-The following items are related to the factors affecting community participation on school program to improve students' academic performance. Generously show your response by using “√” mark on the box placed.

No	Factors that affect community participation to improve student academic performance	Level of agreement				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Negative of teachers, principals and community					
2	Lack of training or insufficient training					
3	Low level of income and insufficiency of resources among community					
4	Centralization of decision-making by school management.					
5	Lack of transparency among school principals and community representatives.					
6	Community's proximity problem to schools affects their effectively supports.					

7. If there are any other challenges that influence the participation of community in their school to improve student academic performance?

8. What are the possible measures to reduce the impacts of these factors on community participation to improve the student academic performance?

Part Three: The extent of community participation on school programs.

Direction:-The following are some of the areas that the community's participate in their school to improve student academic performance. Please provide appropriate answer by putting (√) mark in one of the given alternatives.

No	The extent of the community participation targeted to enhance the students' academic performance.	Level of agreement					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
1	Community participates to create conducive school environment.						
1.1	Solving problems that related to student's discipline.						
1.2	Community follows the students learning and teacher student's relationship to create smooth relation among them.						
1.3	Community participates in provision of labor, money and material for school in required time.						
1.4	Community representatives make friendship with school management to mobilize school activities.						
2	Regarding to Community Participation in Planning.						
2.1	Formulating strategy plan and action plan for school activities.						
2.2	Planning yearly schedule for community contribution.						
3	Regarding to Community Participation in Decision Making.						
3.1	Ready to take responsibilities on decision making activities in their schools.						
3.2	Regular discussion with school-community about						

	school-age children to come to school and give suggestions on situations of students' dropout.					
3.3	Deciding students' and teachers' disciplinary problems					
3.4	Decision making on plan implementation and issue of budget.					
4	Community Participates in Monitoring And Evaluation					
4.1	Preparing evaluating criteria to evaluate the school plan implementation.					
4.2	Evaluating the school activities either performed or not in according to plan.					
4.3	Monitoring the school resources and evaluating proper utilization of it.					

APPENDIX-B
WOLKITE UNIVERISTY
SCHOOL OF GRADUATES STUDIES

APPENDIX-B:-Questionnaire to be answered by students

Dear respondent

The purpose of this questionnaire is to collect data for the study on the title “Investigating the role of community participation on improvement of secondary school students’ academic performance”. The researcher is going to conduct this study for academic purpose i.e. for a partial fulfillment of MA degree in Civics and ethical studies. Therefore, your genuine information is highly valuable for the success of this study. The researcher would like to assure you that your response will be kept confidential. Truthfully, feel and try to answer the questions honestly and accurately.

Thank you for your passionate cooperation!

Part Four:- General Information and Demographic Characteristics

General Instructions:

1. Please follow the instruction when filling the questionnaire.
2. No need of writing your name
3. Please, encircle the choice of your answer for multiple choice questions.
4. Give short and clear answers to open-ended questions.

1. Personal information

1. Name of school _____

2. Kebele _____

3. Age A. 16-20 B. 20-30 C. 30-40 D) 50 and above

4 Gender;-

A) Male B) Female

5 Marital status

A) Married B) Single C) Other

6 Grade level

A) 9 B) 10 C) 11 D) 12

1. Do your parents have experience to participate in school program actively?

A) Yes B) No

2. To What extent do you believe that involvement of the local community is important for the betterment of the student academic performance?

A. Very high B. High C. Medium D. Low E. Very low

3. Do your parents have trends to follow up and initiate the learner come to school on time?

A. Yes B. No

4. What is the current status of PTSA relationship with SETB to support the school effectively?

A. Excellent B. Very good C. Good D. Bad

5. To what extent do the school principals encourage the community representative's to participate in a school activities?

A. Very high B. High C. Medium D. Low E. Very low

6. Have the PTSA and SETB in your school ever taken any training/workshop/ orientation that would enable them to execute their duties and responsibilities properly?

A. Yes B. No

7. If your answer for item '9' is 'Yes' in what extent do you believe that the training has helped them to execute their duties and responsibilities?

A. Very high B. High C. Medium D. Low E. Very low

8. How often do your parents' conducting meeting to discuss with teachers and school principals to solve schools problem?

A. Weekly B. Monthly C. Quarterly D. Annually

9. To what extent do your parents support the school financially and materially as required to improve the student academic performance?

A. Very high B. High C. Medium D. Low E. Very low

10. What are the major factors that affect the school community relationship for school effectiveness?

A, lack of awareness

B, lack capital and resource

C, Distance of school from their village

D; Centralization of decision making

E, Specify any other

11. What is the possible measure to avoid this problem?

12. Is that the school has comfortable environment to make good reaction with education concerning organ to achieve school goal?

A. Yes B. No

13. Do you have anything you want to add, we raised so far?-----

APPENDIX-C
WOLKITE UNIVERISTY
SCHOOL OF GRADUATES STUDIES

Appendix C: The interview questions are filled by the following members:-

- ❖ School principals
- ❖ School supervisors
- ❖ Woreda education experts

The purpose of this interview is to gather relevant information for the study “ to investigate the role community participation to improve student academic performance». I kindly request you to assist with some information by giving ideas to this interview. The information you will give will be treated with utmost confidentiality and will be used for this study only.

1. What are the contributions of the local communities to their school to improve student academic performance?
2. Who determine the forms and amount of contribution by community to their school?
3. What are the main challenges for community participation in their school to improve the student academic performance? What are causes & the solution for these challenges?
4. Do you think that PTSA & SETB members properly perform their duties & responsibility to mobilize the community? It is not why?
5. Does the school has regular meeting and formal communication channels with society about what is happening in the school?
6. Is there any training program at school levels that empower the community and school concerning organ to perform school activities co-operatively?

7. Are there any differences between different kebeles or communities in their level of participation?
8. To what extent do principals support and encourage SETB and PTSA members to discharge their responsibilities?
9. Do you have anything you want to add, we talked so far?

Thank you in Advance for your Cooperation!!