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**COLLEGE OF BEHAVIOURAL SCIENCE AND STUDES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGMENT**

**Contributions Of Community Participation in Students' Academic Achievement in South  
West Ethiopia Konta Zone Meda Yeja Primary School**

**SENIOR ESSAY SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING  
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## **Abstract**

*This study examines the contribution of community participation in students' academic achievement at Meda Primary School in Konta Zone, South West Ethiopia. The research aimed to identify the extent of community involvement, its impact on academic performance, and the challenges hindering effective participation. A cross-sectional survey design was employed, with data collected from 126 students, 18 teachers, and 96 parents using questionnaires, interviews, and document analysis. Findings revealed that economic problems (reported by 62.5% of teachers, 60% of parents, and 71% of students) were the primary constraint limiting community participation. Additional barriers included lack of awareness and insufficient communication between schools and communities. Despite these challenges, the study highlighted the positive role of community involvement in enhancing students' academic outcomes, such as improved parent-teacher communication and increased access to learning materials. The study concludes that addressing economic barriers, raising awareness, and fostering stronger school-community relationships are essential to maximizing the benefits of community participation. Recommendations include government and school-led initiatives to incentivize involvement, regular community discussions, and media campaigns to promote the importance of education. This research provides valuable insights for policymakers, educators, and stakeholders aiming to improve academic achievement through community engagement.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education is the fulcrum of sustainable development that holds the key to social inclusion. It is one of the necessary conditions for advancing quality of life. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society as (Inonda, M.; Riechi, S, 2009). It is thus essential for integrating the marginalized and vulnerable in society into the development process promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of many several nations (Ohba, 2012).

Education is widely recognized as the process through which societies transmits their experiences, new findings, knowledge, abilities, skills and values accumulated over the years resulting from interactions with the social and physical environment. One of the main aims of education is to strengthen the individuals and culture starting from basic education and at all levels. It enables man to identify harmful traditions and replace them by useful ones. Education also helps man to improve, change as well as develop and conserve his environment for the purpose of an allrounded development by diffusing science and technology in to the society (MoE, 2005).

Belcher and Epstein (1987) put ways of making good relation with parents of students through having regular program and using telephone calling. Few, community involve in developing activities partly because of lack of coordinating between school and them. Belcher and Epstein (1987) explain some ways of reach in community programs aim to address the schools on the wanted stage. The program should be included flexible scheduling for school clients.

The participation of community in improving the students learning has a great important in the process of learning and teaching. Community involvement in the guidance of their children life truck particularly in their education results both their children and them are benefited.

Belcher, R (1987) states that, community involvement a ground in some ways to enhance communities in improving the students learning. One kind of community evolvement is school based and having relation with teachers to get information about their children. Community should make extreme relationship with either talking face to face or talk via telephone. In general, the aim of this study is that to enhance the participation of communities in the students learning.

## **1.2 Statement of the Problem**

The purpose of the school is to educate, train, create good citizen and equip the rising generation with skills. Knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large. The success of schooling, therefore, depends to a large measure up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Poor academic performance of student has been of great concern to educationists, parents and counselors in particular (McClelland, 2000) as cited in (Kibandi, 2014).

Despite community in Puntland are involve schools and the majority parents participate school fees and paid the largely funded by school fees as reported (MoE & HE, 2016), to improve the school performance but still recorded the service delivery is poor, reflected in insufficient access to teaching learning materials; teachers are de-motivated, poor teaching methods, lack of enough resources, low enrolment, poor retention and completion by children of primary education and insufficient classroom supplies and prescribed textbooks reported Puntland Development Research Centre (PDRC) and cited in (Ismael, 2016).

Although the impact of the civil war in Somalia and the absence of capable government have left a vacuum for managing education system of the country, the education in Puntland is generally managed by a myriad of entities including the private sector, NGOs, Community Education Committee (CEC) and to a minimal extent the central government. Since these groups are practicing and running educational institutions there are lacks of textbooks, poor standards of

facilities a lack of teaching and learning materials, and inadequate space for children reported by (MoE&HE, 2016). Un-conducive class room creates stress on teachers and pupils resulting negative attitude toward school and learning by pupils. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor pupils' academic performance cited (Oghuvbu, 2009). Community participation in education is the centre to improve the educational facilities of the secondary schools in Puntland. So, the effective performance of the school and achievement of education goals, appropriate participation of the community in the management is therefore, crucial (Townsend, 1994). But in meda primary school not many studies have been carried out by researchers on how community involvement influence on academic performance of the schools.

Therefore, it creates a gap to find out how community participation influences academic performance. According to this background the study intends to investigate the influence of community participation on academic performance of primary school in meda primary school. However, few communities can be involved in school participation; it is possible to enhance the participation of communities in improving the students academic achievement. Taking the above rationality states in to account the research was planned to address the following basic question.

### **1.3. Research basic questions.**

1. How is community being participated in students academic achievement in Meda primary school?
2. What are contributions of community to students academic achievement?
3. What are the major challenges face the community which trying to contribute students academic achievement?
4. What are the ways to alleviate the problem?

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The purpose of this study is to examine the contribution of community participation in students' academic achievement of meda primary school in konta Zone.

### **1.4.2 Specific objectives**

1. To identify is the community being participated in student's academic achievement in meda primary school.
2. To identify the contribution of community to student's academic achievement.
3. To identify the major challenge's face the community which trying to contribute student academic achievement.
4. To identify the way to alleviate the problem.

### **1.5 Significance of the study**

This study investigated the contribution of community participation in the students' academic achievement in the meda primary school . Contribution of Community involvement in education for their children has been significantly linked with the quality of education of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools. For example, high level of students fail in primary level education examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. The findings of the study: Help Regional, Zonal and Woreda education office to get valuable information on existing practice of community participation and to give necessary awareness, trainings and solve the problems. Serve PTA, community and school members, to understand the importance of their participation in schools, and work with to improve and change their school environment. Help principals, supervisors and teachers to identify their strong and weak sides on the contribution of community participation in school administration, and strive for better performance. Lay a base for interested individuals or organizations for further study in the area.

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

This study is delimited as the follows: South Western region, konta Zone, meda yeja kebele, at meda primary public school. The researcher limits this area's due to for more manageable in study areas. If areas very broad it may challenge through time and financial and different

obstacles. This study is also concern only to the contribution of community participation primary school students' academic achievements in meda primary school to get more relevant information about study as well as it may due to financial and time limitation.

## **1.6. Definition of key terms**

**Community:** - The family of a learner: Who is stockholder of a school.

**Academic achievement:** - It is a process of getting an experience; knowledge, ability, skills and surrounding environment.

**Contribution:** - The participation of the community in learning activities.

## **1.7 Organization of the study**

This study consists of five chapters. The first chapter deals with introductory part that include background of the study, statement of the problem, objectives significance of the study, Scope, limitation of the study, definition of key terms and organization of the study with ethical consideration.

Chapter two is composed of review of related literature to jot down the theoretical foundation of the study. The research design and methodology under which the research design and methodology the method, data sources, sampling techniques used were discussed in chapter three. Chapter four treats the analysis and interpretation of the gathered data.

The summary of major findings, conclusion drawn up on the findings and possible recommendation was presented in chapter five. Finally lists of reference material used in the study and questionnaires are attached to the paper.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Concept and definition of Community, Participation

Community is defined by different authors in based on their experience of understanding the term. The black well dictionary of sociology (2000:53) defined community as the term with numerous meanings, both sociological and non sociological. A community can be a collection of people who share something in common as in “the artistic community” without necessarily living in particular place. It can be feeling of connection to others, of belonging and identification, as in “community spirit” or Sense of community. It can be collection of people who do related kinds of work, as in the “health community” or “the academic community”. And in perhaps it’s most common and concrete sense; it can be collection of people who share a geographical territory and some measure of interdependency that provides the reason for living in the same place. On the other hand Webster’s Third New International Dictionary (1993: 460) defined community as the people living in a particular place or region and usually linked by common interests.

In the same way Black Law Dictionary (1998:192) defined community as society or body of people living in the same place, under the same laws and Regulations, who have common rights, privileged, or interests. This connotes a congeries of common interests arising from associations, social, business, religious, governmental, Scholastic and recreational.

From the above definition of community which is defined by different scholars we understand that there is no single term definition, for the word community. Different authors have been defined this term differently. Even if different scholars define it accordingly, we can understand the consensus point of all of them. It is possible to summarize the definition of community as the body of people living together or collection of people who share a geographical territory and some measure of interdependency that provides the reason for living in the same place. So depending on this point of consensus and generally when we dealt with contribution of community participation in students academic achievement, it is to indicate that the role of community in enhancement, assistance, receive or have a part or share of, aid or to give

something, to a common purpose to have a share in any act or effect to discharge their obligation to promote students' academic achievement in their geographical area or locality.

Investigating how communities were contributed in improving students learning help for communities and the students. Belcher, (1987) states that community involvement in the learning of the student results in both children and communities benefit. Researchers report that community participation in their children's academic achievement, improves community-child relationship, and helps community's development of positive attitudes towards school and a better understanding of the schooling process.

Despite, these advantages, it was not always easy for communities to find time and energy to become involved or to coordinate with schedules for school events. For some communities, a visit to school was perceived as an uncomfortable experience perhaps a holdover from their own school days. Others may have their hands full with a job and other factors. Recently, teachers and other school staff have made special efforts to increase communication with communities and encourage involvement in children learning experience Belcher; (1987) expressed some ways to involve the communities in improving the students learning: one kind of parental involvement was school-based and includes participating in parent teacher conferences, receiving and responding to written communications from the teachers. Communities can also serve as school volunteers for the library or winch room, or as class room aids. Belcher and Epstein (1982) stressed that almost all teachers reported talking with communities either in person, by phone or on open school nights and sending notes home.

These methods along with requests for communities to review and sending notes home these methods, along with requests for communities to review and sign home work was most frequently used to involve community. Communities can participate in their children's schools by joining parent teacher association (PTAs) or parent teacher organization (PTOs) and getting involved in decision making about the educational services their children receive. Almost all schools have a PTA or PTO but often only a small number of communities were active in these groups.

Another kind of involvement was home based and focuses on activities that communities can do with their children at home or on the teacher's visits to the child's home. However, few teachers

involve communities through home-based activities, partly because of the amount of time involved in developing activities or visiting and partly because of the difficulty of coordinating parents' and teachers schedule.

## **2.2 The ways to reach communities**

UNESCO (2003) school official often more accountability upward to the state. The most participation in school at the level of providing financial or human resources, Some program aim to reach parents who do not usually participate in their child education. such program provides flexible scheduling for school events and parents teacher conference inform parents about that their children are learning and help parents create a supportive environment for children and assess learning to home many schools have responded to the need of working parents by scheduling school events at different times of the day throughout the year. It is important for teacher to keep the line of communication. This involves not only sending regular newsletters and notes, but also obtaining information from communities. Phone calls are a greatly under technique to keeping in touch. A teacher usually calls a community to report to a child and inform assess in appropriate behavior or academic failure. But teachers can use phone calls to let communities know about positive behavior and to get input communities justifiably.

## **2.3 Difficulties in Involving Communities**

According to Zenebe (2006) communities are core centers to maximizing quality of education, increasing accountability and democracy in the school. All teachers experience the frustration of trying to involve parents do not come to conference or schools open house, check home works or another notes. This leads some teachers to conclude that communities do not care about their children and assess education. While it is true that the emotion problems of a few communities may be so great as to prevent them from becoming involved with their children education most communities do care a great deal. This caring is not, however always evidenced, by communities attendance at school event. There are a number of reasons why these communities may not become involved, and teachers need to consider these before dismissing communities un interested.

For many apparently uninvolved community school will not have a positive experience and they feel inadequate in school setting. Communities may also feel uneasy if their cultural style or socioeconomic level differ from those of teachers (Greenberg-1989). Some communities who are uninvolved in school may not understand the importance of community's involvement or may think they do not have skills to be able to help. Even communities who are confident and willing to help may hesitate to become involved for fear of overstepping their bounds. It is the responsibility of communities and administrators to encourage such communities to become involved. Become defensive if they think that every phone call will bring a bad report, if teachers accustom communities to receiving regular class just for keeping in touch. It is easier to discuss problems when they occur.

Caplan (18997)-forms of community participation in school. The mission of community participation in school activities are used to strengthen relationship between school and community. Teachers need to consider families and also life style and cultural background when planning home activities. However some activities can be adapted to almost any home situation. These activities that community or children engage in on a day-to-day basis. Teachers can encourage communities and children to do these activities to gather and can focus on the opportunities that activities provide for learning. For example although television viewing is a pastime for most children and adults they do not often watch shows question for families to discuss. This discussion can be carried over in to class.

Busy communities can include children in such every day activities as preparing a meal or grocery shopping. Teachers can also suggest that community set aside time each day to talk with their children about school. Parents may find this difficult if they have little idea of what occurs in school. Notes on what the children have been working on are helpful. Communities and children can discuss current events using teachers-provided quotations. Teachers often suggest the activities of reading aloud to children. Reading children are an important factor in increasing their interests, and ability in reading.

## **2.4 Consequences of community participation**

Sociologist attention to schools, families and communities has changed dramatically since 1950. Then most studies of families, of schools, or of communities were conducted as if those were separate or competing contexts. In the late 1960 and 1970 researchers argued heatedly about whether schools or families were more important. There were clear agreements about the importance of families, disagreements about the effectiveness schools, cursory attention to communities as purveyors of children education and little attention to whether or how these contexts worked together (Coleman et al, 1966; Jencks, 1972).

The topics of parent involvement get prominence in the 1960 with the implementation of the federal; Head start (Gordon, 1979; Keesling and Mela ragno, 1983; Zigler and Valentine, 1975). These programs legislates the involvement of low income parents to prepare their very young children for successful entry to school. Other personal and demographic factors were at work that increased the involvement of middle income and high-income parents in their children education. Since the 1960 for example, more woman graduated from college and entered and stayed in the work force.

In 1970s, the effective school movement captured the attention of educators and researchers Interested in improving schools for traditionally undeserved students (Edmonds, 1979). Parents involvement was one topic in an expanding list of components that research and practice suggested would improve schools and increase students success. Community involvement also becomes a central issue in school reform during this period. Community participation creates new changes in the mind of school reformers, school leaders, policy leaders, teachers, researchers and educators to understand new concepts and practices of communities and, then acting on this the concerned body will arrange and prepare to develop new plan for act (Fantini, 1970; Lutz and Merz, 1992). Combined effort of educators, parents and members of the communities create a coherent program to help students succeed in their academics status (Coleman, 1988).

Community participation creates social capital through interactions of family, school and community members, social capital is increased when well designed partnerships enable families, educators, students and others in the community to inter act in a productive way. Social

capital may be spent, invested, or reinvested in social contracts or in activities that assist students' learning and development, strengthen families, Improve schools or enrich communities. For example a parent may contact a teacher to obtain extra work or extra help for a child who is at risk of failing; a teacher may contact a community health service professional in the community to assist a family in need; or parent may contact another parent to get the name of an after school sports or tutorial programs for a child. If well invested, social contacts and social skills may help improve the experience of children and families, the climate of schools, the effectiveness of teachers and other school families or community conditions. The model of community participation helps to locate and explain where and how processes of making socialites and acquiring and investing social capital occur, along with other processes of school-family-community partnership (Piaget and Inhelder, 1969).

From the above explanation given for the consequences of community participation different authors describe it from their point of view perspective. Under our convex of study community participation creates a bond between parents, teachers, school leaders, students and in addition to that it also creates ties between parents of children. It also argued that community participation creates social capital which would be invested, re-invested spent in social contacts or in activities that assist students' learning and development, strengthen families, improve schools or enrich communities. Therefore we can briefly understand that community themselves are the beneficiaries of their participation directly or indirectly.

## **2.5 Main consequences of community participation**

The results of many studies and activities in schools, in districts, and in states contributed to the development of frame work of six major types of results regarding the community involvement in the academic achievement of children (Epstein, 1992, 1995).

Helping all families understand child and adolescent development and establish home environment than support children as students.

Designing and conducting effective forms of communication about school programs and children's progress.

Recruiting and organizing help and support for school functions and activities.

Providing Information's and ideas to families about how to help students at home with home work and curriculum-related activities and decisions.

Identifying and integrating resources and services from the community to strengthen and support schools, students and their families.

## **2.6 Roles teachers in community participation**

Teachers play important role in buttressing confidence in the relationship in education and national development. Teachers play great role to encourage education widely diffused, giving granted notion about education and development. Those effects include the proliferation and spread of development discourse, development organization, and development professionals, all of which celebrate and promote expanded vision of education as human capital and as human right (Chabbopt, 1996). Teachers are charged with Many tasks: The preservation of order through the socialization of children, the maintenance of productive labor force, the promotion of tolerance, the cultivation of challenges and the prevention of crime and loitering. The satisfactory accomplishment of these objectives of children, the maintenance of productive labor force, the promotion of tolerance, the cultivation of challenges and the prevention of crime and loitering. The satisfactory accomplishment of these objectives, except perhaps the last, is dependent on the ability of teachers to increase individual knowledge, skills and maturity (Coleman and Hoffer, 1987).

Shared responsibilities and over lapping influence mean that parents do not bear the entire burden of figuring out how to become and remain involved in their children's education across the year of schooling Rather teachers share this burden and must create programs and conditions that inform, consult, assist, and involve all families in their children's education and development every year also community groups, agencies, and individuals are not left to operate in geographic or social isolation (Epstein, 1993).

Teachers who involve parents in their children's education rate parents more positively and stereotype families less than do other teachers. Teachers who frequently involve families in their children's education rate single and married parents and more and less formally educated parents, as equally helpful with their children at home. By contrast, teachers who do not frequently involve families give more stereotypic ratings to single parents and to those with less

formal education, marking them lower in helpfulness and in follow-through than other parents (Becker and Epstein, 1982; Epstein, 1990b).

Parents and principals, in turn, give higher ratings to teachers who communicate frequently with families (Epstein, 1985).

From reading of the above notes given by different authors it is clear to everybody that teacher's play pivotal role in encouraging community participation. Teachers engaged in these activities in different ways, situation and time. Teachers are responsible in working hand in hand with parents of children throughout years of schooling. Their role is not one time; rather it is undertaken throughout all the time. They also play major role by giving awareness to the society about the advantages of education and teaching their students.

## **CHAPTER THREE**

### **1. RESEARCH METHODOLOGY**

The purpose of this study to investigated the contribution of community participation in student academic achievement in chida town in meda primary school. The researcher was used both quantitative and qualitative data to collected from representative samples to triangulate data

#### **3.1 Research Design**

According to Green and Tull (2009), a research design is the specification of methods and procedures for acquiring the information needed. The study tried to examine the way how the selected school of meda primary school to the contribution of community participation in students' academic achievement. This, descriptive research design was used for the purpose that it includes a group that contains an example of all or most types of people that could serve to get reliable and relevant information from a variety of ground on the actual practices of the issues under the study. All this reason makes the cross-section survey method is more appropriate for this study.

#### **3.2. Population of the study**

The target population of the study was students, parent of students, and teachers. Accordingly, the target population of the study contains both students who is successfully assisted by their parents and lacked the same, parents who have taken part in improving the teaching of their students effectively and from those parents who didn't participate in the improvement of teaching their students. Finally, teachers those have played major role in the students' academic achievement.

#### **3.3. Sampling technique sample size**

Purposive sampling method was employed for this study. The reason behind using purposive sampling method is due to the nature of the study as the study is to assess contributions of community participation in students' academic achievement. Accordingly, from 1037 total population of students, using purposive sampling method 126 respondent students both who are successfully assisted by their parents and lacked the same were selected. From 139 total populations of teachers, 18 teachers those have played major role in the students' academic achievement were selected. Finally, 96 parents who have taken part in improving the teaching of

their students effectively and from those parents who didn't participate in the improvement of teaching their students were selected.

### **3.4. Types and Sources of data**

Both primary and secondary sources of data were used in the study. The, primary sources of data was parents who have taken part in improving the teaching of their students effectively and from those parents who didn't participate in the improvement of teaching their students. In addition to parent students is also contacted as a role occupant or direct beneficiaries of contribution of community participation. In this regard both students who are successfully assisted by their parents and lacked the same are considered as sources of the data. Finally, teachers are involved as sources of the data because they play major role in the students' academic achievement. The secondary types of data was collected from written documents such as periodic reports about the parents and the students' performance that will, recorded daily by the teachers; this means if there is high student progress there may exist high community participation in student academic achievement, and if there is minimum student progress it needs to increase community participation. This can, recorded from the list marks of students, and from the record of school teachers.

### **3.5 Data Gathering Methods and Tools.**

The necessary data for the study will, collected through questionnaires, interviews and documents analysis are prepared in Amharic by the researcher that helps the participant to understand the concept at their hand. Data gathering tools are; questionnaire is a research instrument that consists of a set of questions (or other types of prompts) for the purpose of gathering information from respondents through survey or statistical study. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-term questions offer the respondent the ability to elaborate on their thoughts (Wikipedia). The role of research interviews in gathering first-hand information is invaluable. Additionally, they allow researcher to interact directly with participants, enabling them to collect unfiltered primary data. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit

meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007).

### **3.6 Methods of data Analysis**

The gathered data was analyzed using both qualitative and quantitative approach (mixed approach). This is because to have chance of censoriously investigate the school current situation in relation to community participation and forward the possible recommendations based on the findings. In order to analyze the collected data, the questionnaires were checked to know whether each question answer or not then the data is tallied and categorized. Following that the arranged data was analyzed using simple distribution table and percentage. The results of the data were presented in the form of tables. The qualitative data that is generated from interviews, and secondary data were analyzed using qualitative method of analysis like organizing data, coding, and theming similar data, then qualitatively expressed in narrations as well as descriptions.

### **3.7 Ethical consideration**

An ethical research design is that which respect of the subject and cause no harm and maximal benefited for research activity concerning ethical moral issue: the purpose, procedure and risk of study explained to participants, participant's aware of data gathering techniques, participant's full aware of all data of consequences of the study. In this study, the researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study by introducing the purpose of the study as a fulfillment of a BA Program and also requested the respondents to participate in the study on a voluntary basis. In addition to these, the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only.

## CHAPTER FOUR

### 4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study deals with presentation, analysis and interpretations of data obtained from respondents through questionnaires, interview and analysis of documents on the contribution of community participation in students academic achievement in schools. The study was carried out in Inmeda primary school; Items involved in the questionnaires were classified into two major categories. The first category deals with general background information gathered from respondents and the second deals with specific items of the study. Therefore, the approach used in treating the data gathered from the two categories would not vary in analysis part. For this reason frequency and percentage were used for the analysis of respondents' characteristic and specific item. The interview questions and analysis of document were analyzed narratively.

#### 4.1. Characteristic of respondents

This part deals with the personal characteristic of sample respondents that include sex, age, qualification and work experience for ensuring the analysis and interpretation of the study.

**Table 1: Characteristic of respondents**

| No | Items                     | Category items      | Teachers |     | Parents |       | Students |      |
|----|---------------------------|---------------------|----------|-----|---------|-------|----------|------|
|    |                           |                     | No       | %   | No      | %     | No       | %    |
| 1  | Sex                       | M                   | 16       | 89% | 70      | 73%   | 90       | 71%  |
|    |                           | F                   | 2        | 11% | 26      | 27%   | 36       | 29%  |
| 2  | Age                       | Belo 20 years       | -        | -   | -       | -     | 126      | 100% |
|    |                           | 21-30 years         | 10       | 56% | 12      | 12.5% | -        | -    |
|    |                           | 31-40 years         | 8        | 44% | 40      | 43%   | -        | -    |
|    |                           | 41-50 years         | -        | -   | 23      | 23.5% | -        | -    |
|    |                           | 51-60 years         | -        | -   | 21      | 21%   | -        | -    |
|    | Above 60 years            | -                   | -        |     |         |       |          |      |
| 3  | Educational qualification | Diploma             | 11       | 57% | -       | -     | -        | -    |
|    |                           | BA                  | 7        | 43% | -       | -     | -        | -    |
|    |                           | Grade 1-8           |          |     |         |       | 126      | 100% |
| 4  | Work experience           | 5 and below 5 years | 6        | 33% | -       | -     | -        | -    |
|    |                           | 6-10 years          | 8        | 44% | -       | -     | -        | -    |
|    |                           | 11-15 years         | 4        | 23% | -       | -     | -        | -    |
|    |                           | 16 above years      | -        | -   | -       | -     | -        | -    |

Basically the participants of the study were comprised of teachers, parents and students with different demographic background and area of responsibility in their school and respective community. The intention was indicating all the concerned bodies in the research.

Accordingly, as it can be seen from table 1 above, 16(89%), School teachers, 70(73%) of parents or communities, 90(90%) of students were males respectively, and 2(11%) of school teachers, 26(27%) of parents and 36(39%) of students participants were females. This shows that the participation of females were less than male even in the school.

This low participation of female may be due to different reasons like lack of awareness of the community economic problem and different work load as well as backward thinking of the community with regard to teaching female students.

Regarding age of the respondent, 10(56%) of school teachers were in the age range of 21 to 30 years. Only 8(44%) of school teachers were in the age range of 31 to 40 years, whereas 126(100%) students were in the age range of below 20 years.

With respect to the age of parents 12(12.5%) were within the age range of 21 to 30 years. 40(43%) were within the age range of 31 to 40 years and 23(23.5%) of parents were within the age range of 41 to 50 years and only 21(21%) were within the age range of 51 to 60 years.

Concerning educational background 11(57%) of school teachers were diploma holders and 7(43%) of teachers were BA while 126(100%) of students respondent were grade 1 to 8. From this one can easily understand that most of respondents were subject area graduate and students whereas parents were uneducated.

With respect to work experience of the respondent (33%) of teachers had teaching experience of 5 and below 5 years. (44% teachers had 6 to 10 years of teaching experience and only (23%) had an experience of 11 to 15 years.

#### 4.2. Constraints of community participation

This Part dealt with constraints that hinder the contribution of community participation in students' academic achievement.

**Table 2: Existence of constraints on community participation**

| No | Items   | Variable | Teachers- 18 |     | Parents- 96 |       | Students-126 |     |
|----|---|----------|--------------|-----|-------------|-------|--------------|-----|
|    |   |          | No           | %   | No          | %     | No           | %   |
| 1  | Is there any constraint of community participation? | Yes      | 14           | 78% | 80          | 76.8% | 100          | 79% |
|    |   | No       | 4            | 22% | 16          | 23.2% | 26           | 21% |

As it can be seen from table 2 above the constraints of community participation was rated as “Yes” with 14(78%) of school teachers, 80(76.8%) of parents, 100(79%) of students respectively whereas 4(22%) of school teachers, 16(23.2%) of parents and 26(21%) of students was rate the item as “No”. This shows that there is an agreement among the responses of groups on the existence constraints of community participation in the schools.

**Table 3: The main Constraints of community participation**

| No | Items                               | Teachers- 18 |       | Parents- 96 |        | Students-126 |     |
|----|-------------------------------------|--------------|-------|-------------|--------|--------------|-----|
|    |                                     | No           | %     | No          | %      | No           | %   |
| 1  | Economic problem                    | 10           | 62.5% | 58          | 60%    | 90           | 71% |
| 2  | Lack of awareness                   | 6            | 37.5% | 30          | 31.25% | 36           | 29% |
| 3  | Absence of community school meeting | -            | -     | 8           | 8.75%  | -            | -   |

As it can be seen from Table 3 above the main constraints of community Participation were economic problem, lack of awareness about education and absence of community-school meeting. Accordingly economic problem is the most serious constraints with 10(62.5%), 58(60%), and 90(71%) by school teachers parents and students respectively. Lastly lack of

awareness and absence of community school meeting is considered as the second serious constraints of community participation with 6(37.5%) of school teachers, 30(31.25%) of parents and 36(29%) of students for lack of awareness, and 8(8.75%) of parents with respect to absence of community-school meeting.

**Table 4: Support of parents for their students**

| No | Items   | Responses | Frequency | %     |
|----|---|-----------|-----------|-------|
| 1. | Do your parents ask about your daily lesson?                      | Yes       | 36        | 28.6% |
|    |   | No        | 90        | 71.4% |
|    |   | Total     | 126       | 100%  |
| 2. | Do your Parents buy reference books and other learning materials? | Yes       | 41        | 32.5% |
|    |   | No        | 85        | 67.5% |
|    |   | Total     | 126       | 100%  |
| 3. | Do your parents attend the school meeting?                        | Yes       | 40        | 31.7% |
|    |   | No        | 86        | 68.3% |
|    |   | Total     | 126       | 100%  |
| 4. | Do your Parents discuss your lesson with your teacher?            | Yes       | 28        | 22.2% |
|    |   | No        | 98        | 77.8% |
|    |   | Total     | 126       | 100%  |
| 5. | Do your parents give you time to study?                           | Yes       | 39        | 31%   |
|    |   | No        | 87        | 69%   |
|    |   | Total     | 126       | 100%  |
| 6. | Have your parents ever visited your learning in school?           | Yes       | 28        | 22.2% |
|    |   | No        | 98        | 77.8% |
|    |   | Total     | 126       | 100%  |

As it can be seen from table 4 above more proportion of students (71.4%) regarding item 1 responded that their parents had not helped them for improving their schooling. About 28.6% of them were helped by their parents. This is possible due to their parents are able to write and read.

Regarding item 2, 67.5% of students were not supported by their parents. About 32.5% of students are supported by their parents.

Concerning The 3 item, 68.3% of students parents do not participate/attend the school meeting. This indicates that most parents are not patriotic for their school as well as their children. About 31.7% of students' parents are having strong feelings for their schools. This indicates that they know the benefit of attending meeting because they were aware about education and teaching their children.

With respect to item 4, 77.8% of students family are not familiar with home room teachers, to ask about their children feelings, attitudes and abilities, Whereas 22.2% of parents discuss the lesson of their children with their parents.

Item 5 shows that, 31% students' parents encourage give time to study for their lesson, But 69% of parents do not give time of study for their children as responded by them. This is possible due to they might think the only comfortable place for study is school.

The 6<sup>th</sup> item shows that, 22.2% of students parents have visited their children while they were learning. Whereas 77.8% of them said that their parents have not ever visited while they were in the school. This indicates that students families were not habituated visiting their children in the school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter deals with the summary of major findings, conclusions drawn from the findings and recommendations that the researcher offers on the contribution of community participation in students' academic achievement at konta zone meda primary school

#### 5.2. Summary

The purpose of this study was to assess contribution of community participation in students' academic achievement at kont zone chida town and to suggest alternative solutions by determining ways and advantages of community participation. In order to attain the fundamental Objectives the procedural steps such as gathering background information from pertinent sources, choosing methods of identification of respondents and carrying out of data analysis were used to this effect cross section survey method was employed with the assumption that it will help together a large variety of data related to the problem under study. The sample schools were selected from the whole schools.

For the purpose of this study meda primary school were selected by using simple random sampling techniques. Then different stakeholders of the school were selected as participant of the study. Purposive Sampling techniques were used to select **18 teachers, while 96 Parents and 126** students were selected for the questionnaires by using simple random sampling techniques. Therefore, **126** students, 18 teachers, 96 parents were participated in the study. The following basic questions are the corner stone is posed to facilitate this study.

1. How is community being participated in meda primary schools?
2. What are the contributions of communities to students' academic achievement?
3. What are the major communities face which trying to contribute to students' academic achievement?
4. What are the way to alleviate the problem?

he important data gathered through questionnaires, interviews and document analysis were analyzed and interpreted by using frequency and percentage. Depending on the result of data presentation and analysis the following major findings were obtained.

The major findings of the study are stipulated as follows.

Concerning sex characteristic of the respondents 16(89%) of school teachers, 70(73%) of parents, 90(70%) of students were male, whereas 2(11%) of school teachers, 26(27%) of parents and 36(29%) of students participants were females, this shows that participation of females were less than male in the school.

Regarding age of respondent, 10(56%) of school teachers were in the age range of 21 to 30 years. Only 8(44%) of school teachers were in the age range of 31 to 40 years and 126 (100%) of students were in the age range of below 20 years, 12(12.5%) of parents were within the age range of 21 to 30 years, 40(43%) parents were within the age range of 31 to 40 years and 23(23.5%) of parents were within the age range of 41 to 50 years, and only 21(21%) were within the age range of 51 to 60. This may show that majority of the respondents were youngster and productive age who can stay stronger on their dutewy since working in student personnel service requires physical and mental strengthen person.

Concerning educational background 11(57%) of school teachers were diploma holders and 7(43%) of teachers were BA while 126(100%) of students respondents were grade 5-8. From this one can easily understand that most of respondents were subject area graduate and student where as parents were uneducated.

With respect to work experience of the respondent 6(33%) of teachers had taught experience of 5 and below 5 years, 8(44%) of teachers had 6 to 10 years of only 4(23%) teaching experience of 11 to 15 years, this shows that since they are experienced, in their field of study they were enough equipped with information necessitated.

With regard to the main constraints of community participation 10(62.5%), 58(60%), and 90(71%) of school teachers, parents and students have replied that economic problem is the main constraints of community participation.

Concerning support of parents to their students 35(70%) of students were not supported by their parents. Only about 15(30%) of students were supported by their parents based on the response of students themselves. This shows that most of parents are not caring for their children due to different reasons like economic problem, lack of awareness and being uneducated parents.

## **Conclusions**

Based on the above findings of the study the following conclusions were drawn.

- A) In all lack of awareness, economic problem, be in uneducated, lack of responsibility toward their children, absence of school community well structured relationship were taken as the hindrance to contribution of community participation.
- B) Even if promoting mechanisms to improve the practice of community participation in students' academic achievement that helps teachers and the school to their best practices, the school leader was not playing their pivotal role to solve the problem from its root.
- C) Similarly changes are impossible under ordinary situations unless both school leaders and teachers build the right conditions to enhance the team work in the school, however, teachers were dissatisfied toward the current level of contribution of community participation in their school and they were not well played the role that boast teachers moral in their respective primary schools.
- D) Furthermore of economy, awareness, being non educated, lack of commitment, lack of adequate time to skill community participation were the barriers that hinder the effective implementation of contribution of community participation.
- E) To this effect, the major ways of community participation were not executed effectively in the secondary school, though the role was not seen well played this entire situation resulted from limitation in knowledge of community participation and lack of commitment in making maximum use of skill to bring fundamental shift to effective practices of community participation in the schools.

## **Recommendations**

Based upon the above conclusions of the study the following recommendations were made to enhance the contribution of community participations in primary schools. The parents and teachers have been identified as key role occupant figures in the community who hold the overall school responsibility. This study recommends:

1. For the successful implementation of community participation school teachers, leaders and community have to give commitment to good communication team work, Clarity in role and responsibility of all school students' and staff.
2. School teachers, parents and school leaders should follow the improved ways and skills that encourage community participation. To these end school teachers, leaders and parents should equip with adequate training, skill and commitment in making maximum use of community participation for students' academic achievement in their respective school.
3. In order to avoid dissatisfaction of teachers toward the current level of community participation the school loader should utilize better and good working conditions and good administration to enhance the satisfaction of teacher in their professional work in their respective school.
4. In this study ways of community participation were identified. The researcher recommends that, there are needs for initial commitments to use school community meeting, giving awareness for the community and teaching their students. To this effect the school leaders, Parents and students should take the initiative and responsibility to solve the major hindering problems of educational practices in the primary schools.
5. Even though this research work has its own contribution in understanding the current level of community participation in the primary school and may serve as a lesson for other educational leaders who are practicing or want to practice in the future, the outcomes of the study was not complete as it was initially anticipated. Therefore, the researcher recommended that there is a need for those people who want to conduct further study on the topic.
  - The extent to which community participation support students' academic achievement was rated as medium. Therefore, PTA, WEO and School are expected to cooperate with educational stakeholders and establishing collaboration with the

other social service sectors, NGOs, individuals, institutions and humanitarian bodies to maximize the extent of community participation for supporting students' academic achievement.

- Adopt values and principles of family centered care, build community relationship, create target invitation activities are practiced well in the schools but post public announcements, create a family relationship role, connect to the grass root organization and hold community forum practice still needs improvement. Therefore, the school, WEO and ZEO had better to include good strategies for strengthening community participation in their work plan and play a community members' relationship role and ensuring the work of the relationship address school community needs.
- Government and school should work out incentive package to increase the contribution of community participation in students' academic achievement.
- School should conduct regular discussions with community to find the solution for problems related with student academic achievement.
- Government should work on media programs to promote community participation in student academic achievement.
- School principals should recognize the importance of community participation for student academic achievement to maximize their levels of achievement.
- Woreda education office in collaboration with Meda primary school should work on improving community participation in student academic achievement.

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## APPENDIX

### APPENDIX- A Students' Questionnaire

**Research questionnaire Designed to be filled out by students in meda primary school  
objective of the questionnaire.**

**Dear students** = The main objective of the questionnaire is no collect actual data related to the given topic in order to identify and improve basic problems of contribution of parents' in improving in meda primary school. Your responses for the given questions for the given questions are ground stone and crucial for successfulness of the study. It is also basic to achieve the above mentioned objectives. Thus you are requested to give your response for the following questions clearly and frankly. Read the following statements and put your answer in front of each statement

1. Do your parents ask about your daily lesson?      Yes                       No
2. Do your parents buy reference books and other learning materials? Yes                      No
3. Do your parents attend the school meetings?      Yes                       No
4. Do your parents discuss your lesson with your teacher?      Yes                       NO
5. Do your parents give you time to study?                      Yes                       NO
6. Have your parents ever visited your learning when you learn in school?  
Yes  No

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**APPEDIX- B INTERVIEW FOR PARENTS**

Interview question designed for selected Students' parents in meda primary school.

- What makes you do not attend the school meeting? Yes  No
- What are the barriers do not meet school teacher to know your child learning? Yes  No
- What makes you do not buy enough reference books for your child? Yes  No
- How do you think your participation to improve your child's lesson? Yes  No

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**APPENDIX - C TEACHERS' INTERVIEW**

1. What makes the students' parents do not to buy enough reference books? Yes  
No
2. What are the reasons for students' parents are not able to visit their students in school?  
Yes                      No
3. Why all parents are unable to participate in improving their students learning? Yes  
No

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**APPENDIX – D STUDENTS’ QUESTIONNAIRE**

**Questionnaires focused on 1<sup>th</sup> and 8<sup>th</sup> grade students school.**

Aim

The main purpose of this questionnaire is to gather factual information to help us identify the basic problems of students in meda primary school with their families' participation in education and find immediate solutions.

Dear students, the answers you fill in this questionnaire are important for the quality of this research work.

Therefore, we kindly ask you to provide us with factual evidence on the request.

Read the questions below and give your true opinion.

1. Does your family ask you about things you learn in school? Yes      No
2. Does your family buy you educational materials such as books? Yes      No
3. Does your family attend school assemblies? Yes      No
4. Your family will discuss your education with your teachers do they speak?  
Yes      No
5. Does your family give you time for your studies? Yes      No
6. Has your family ever visited you at school to see how you learn?      Yes No

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**APPENDIX - E INTERVIEW QUESTIONNAIRE STUDENTS' PARENTS**

Questionnaire in English

1. Do you attend school meetings?

-If you don't participate, what limits you?

2. What is your problem for not discussing your child's learning issues with the tutor?

3. What kept you from buying more books for your student?

4. What should your child do to be strong in school?