WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCTIONAL PLANNING AND MANAGEMENT

PRACTICES AND CHALLENGES OF COMMUNITY PARTICIPATION IN HIDASE FIRE SECONDARY SCHOOL WOLKITE TOWN ADMINISTRATION

SENIOR ESSAYS ON PRACTICES AND CHALLENGES OF COMMUNITY PARTICIPATION IN HIDASE FIRE SECONDARY SCHOOL

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LETTER OF APPROVAL

This is to certify that the senior essay prepared by Mariyam Ukata entitled '**Practices and Challenges of Community Participation in School hidase fire Secondary School**' submitted in partial fulfillment of the requirement for the Bachelor of Arts Degree in Educational Planning and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The purpose of this study was to investigate the participation of community in school relation of hidase fire secondary school. Descriptive survey design helps together a large variety of data related to problem under study and it is also effective for providing a snapshot of the current behaviors, attitudes and beliefs in a population. The main objective of this research is to investigate the participation of community in Hidase Fire secondary school. To achieve this objectives quantitative and qualitative method are employed. The population of the study were 786 students, 76 teachers, 1 principal, 1 PTA repersentativ 1 supervisor , 1 WETB repersentativ , From this 41 students, 40 teachers, were selected. As a result systematic random sampling was assumed to be preferabele ,for school principal . PTA repersentativ .supervisor .study would use purposive sampling as all of them were taken as sample. Questionnaire and interview was the instrument for data collection. The data gathered was analyzed using by percentage and standard deviation. After analyzing the collected data recommendation would be made practices and challenges of community participation has been further strengthen.

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CHAPTER ONE

1.1 Background of the study

In many countries of the world, the general aims of education emanated from basic objectives (MoE, 1982:12) the first is that education is basic human right, which should be accessible to all citizens irrespective of sex, color and economic status. Second, todays school are expects to develop the all rounded potentials of individuals paying due attention to their intellectual, moral, physical and personal development. Finally education is conceived as the primary agent of social, economic, cultural/ and political transformation of the society.

To achieve the above objectives of education all stakeholders' education should take part in the education of the students. The school leaders, parents, the society, teachers and students them selveses should actively participate in the school activities.

The communities within which schools are located strongly influence their development and vice versa. This is a basic ecosystem understanding the local community reflects values, norms and conditions common to the broader border community and to the social system as whole. These in turn are reflected in the school. The reciprocal or reverse process also holds true (Donald et. al, (1999).

One of the main objectives of the community participation in the school activity was to give parents the opportunity make decision on the education of their children. This in involves empowering parents and communities with the confidence and capacity to participate in whatever goes on in their schools. Parents wear children's first and most influecial teachers. Parents need support and encouraging fulfilling their responsibility for their children educations.

Here the notation was tried to indicate that the involvement of community in school relations facilitate the innovation of different methods, strategies and procedures principles that enables the school to achieve its primary objectives. Tefera, S. (1996).

As the literature in the field tried to elaborate the demand of community in their participation in the school relations, community would most probably demand the hugest level of competences, skills and knowledge to be effectively involved at the relations practices of school. Rennie, J. (1999)

Parents who were illiterate not well educated may either not have a huge influence on the relation of the school or the principal in teachers may dominate them. This domination or feelings of inferiority towards the teachers and the principal might in very limited or no participation parents. Parents would lack skills and knowledge should be empowered. By empowering parents and treating them as equals, such parents can make appositive contribution to the relation of schools, even if they were not highly skilled communities can influence the educational process in their surrounding throw supervision, direct labor contributions, construction of additional classrooms and supporting school maintenance. Parent teacher association (PTAs) was instrumental to empowering communities in participating in their local schools.

The effectiveness of educational system depends on effective delivery system and creation of demand for education with in the society. The effectiveness and demand in turn are largely dependent on the school and parents community relationship. When school was closer to the parents and the community, the parents seem to be more responsive about seeding their children to school. When the parents were more responsive in terms of their children's education, the delivery systems automatically improve to a certain level. More over active community participation in planning and managing school activities infuse vitality and spirit in to the education efforts and unleash the enthusiasm and energy of people. It is essential to initiate community participation and strengthen community involvement in school development program. Lack of community participation school has been one of the reasons for unsuccessful implementation of school development program.

It has been emphasized that based relation should be in the collaboration of the community. Without active participation of the community, identification of genuine needs available resources in the community world not be possible as one of the main objectives of community participation was to give parents, the opportunity to participate and make decisions to improve the education status of the children. This involves empowering parents and communities with the confidence and capacity to participate in whatever goes on in their school (USAID.2008).

The level of involvements of community in school relation was reported to be high in all regions (MOE.2003).this was clear sign of the level of commitments of parents and communities to education. However there were factors that hinders community participation in the school activities some of them were perception of the community on basic issues due to lack of

knowledge, lack of confidence, poor inter personal approaches of the school officials, biases on the program implementers, cultural, religions and languages barriers, failure to keep promises, lack of awareness creation and lack of role models were the major hindering factors.

1.2 statements of the problems

As Farah (1997:25) concluded that the problems of community participation in school activity were not only the formation of a structure but also the development of the culture of community participation. To illustrate the concept of establishing the structure of community participation in the school either by rules, policy and any guideline alone was not guarantee or the active involvement of community in the school activities rather it needs a genuine creation an open school culture that attracts the community. This could be through building trust, creating transparency and others.

The problems concerning community involvement in school activities has frequently been a top down imposition and not response to demands from communities for great involvement (Tefera, 1996). Here one can easily understand that one of the problems concerning the participation of community could be the burden by the centrally or any externally body enforcement for the participation. Where it been from within, from the community themselves, there would be no such problems. Here this could imply lack of awareness on the demand of education.

Community participation likely to the higher where demand for education exits and in turn when actively supported by the government. However, the adequate technical and financial support to maximize the benefits of community participation has not been present ever where. The government has renewed and improved the guidelines for community participation, school management and financing. Having recognized this there are guidelines which was established in 2003 by MoE probably to problem could be lack of accurate understanding about the duties and roles played by the community particularly in the school managements underline on the guideline without the active participation of the community, effective and sustainable school improvement program, which are now exercised in all school of the nation cannot be achieved (MoE, 2003).

Effective, sustainable school development program which was one of the education quality assurance program considered as the fundamental program which requires many stakeholders to

become active, engaged and empowered. Stakeholders includes students, teachers, parents and families as all members of the community. Each stake holders should be recognized as available contributor to the implementation of the school program. While their roles include variety of activities. To The purpose is always the same to deliver high quality education to all of our students. After careful investigation of the problems in the school in line with involvement of community in school relations , the researcher assumed that these study would contributed in answering the following research questions by analyzing the data gathered from the participants teachers, students , school principals, , supervisors . PTA reprersentativ and WETB repersentativ The researcher questions that would be expected to be answered by this research.

1.3. Basic questions

1. What is the current practice of school community participation in hidase fire secondary school?

2. To what extent local communities are involving in school activities?

3. What are challenges that hindered school community participation in hidase fire secondary school?

1.4. Objectives of the study

1.4.1 General objectives of the study

The general objectives this study was to investigate the practices and challenges of school community participation in hidase fire secondary school.

1.4.2 Specific objectives of the study

1. To assess the current practices of school community participation in hidase fire school

2. To explore the extent of parental involvement in their education

3. To identify the major challenges that hinder school community participation in hidase fire secondary school.

1.5. Significance of the study

If the school allows the community to participate in planning, implementation, monitoring and evaluation of the school program, positive contribution of the community return would be high so as to achieve school goal.

The study would have the following significance.

1. The study may be bring the prevailing challenges of community in school participation of the environment that help school principals, and other concerned take the necessary measure to work for improvement.
2. Policy makers may see the policies and practice so that they may the reconsider the directives in the May that it can address factors that have affect community participation.
3. Principals and the community may know what goes wrong in community participation in schools system so that they would be design ways to improve factors that contribute to the low involvement of the community in school participation.
4. The finding this study may be potentially significant to help education officers at all level to assess their performance in participation to the topic under the discussion and to fill gaps in community participation in secondary school.

1.6. The delimitation of the study

The scope of this study to hidase fire secondary school which is found in Gurage zone This study is focused on participation of community in hidase fire secondary school. However, the problem of particpation community in over all the schools for the sake of making the study participation and due to time and budget constraint on the part of researches this study was delimited to only hidase fire secondary school.

1.7. Limitation of the study

Conducting this research was not an easy task; rather the researches faced many challenging problems .Thus, problems that researchers faced in conducting this research are lack of computers for organizing and interpreting data using the computers and shortage of budget.

1.8. Definition of key word

The following terms were defined according to scholars view and it was the way the terms are used in this study.

Community:-refers not only a group of people who live in defined territory but also the groups of people who may physically separate but connected some common characteristics ,such as profession ,interest, age ethnic origin or language and include comply social unity (USAID,2008).

Community participation:-is the involvement of a group people living together in specific area and sharing similar economic, political, cultural experiences in any development programs (USAID, 2008).

School community:-is the group of community for the purpose of increasing citizen understanding educational needs and practices and encouraging intelligent citizen interest and co-operation the work of improving the school.

PTA:-is an organized body that is represented from the parents, teachers and the community at the school level to further strengthen the relation between parents and teachers. It enables parents to actively participate in teaching learning process and jointly seek remedial solution to the problem encountered. It works in close collaboration with the school leaders to make the schools ideal places and to produce disciplined capable citizens.

Community empowerment:-a process by which groups of individual, organizations and communities are enabled and share power to collectively analysis problems, propose solutions, a mobilize and manage resources and act effectively to transform their lives and their environments.

1.9. Organization of the study

The study has been organized in to five chapters. The first chapter was introduction that consists of back ground of the restatement of the problem, objectives the study. The second was literature of review .The third was dealing with the research methodology, the fourth covers the result of

the study and the last chapter was about summary, conclusion and recommendations while reference and appendices were included in the last part of the document.

CHAPTER TWO

2. REVIEW OF LITERATURE

As it is important part of a research, review of related literature of this study will be dealt in this chapter. Therefore, this chapter tries to comprise literatures that are through to be relevant to the research problems under investigation. Thus, it begins with the concept of community participation, the importance of community participation in education, the strategies of enhancing community participation in education and factors that hinders community participation in school managements around the world and in Ethiopia, the strategies used to enhance community participation in school activities and the expected outcome of community participation in school activities

2.1 The concept of community participation

Community participation can be defined as the involvement of a group of people living together in specific area and sharing similar economic, political, cultural experiences in any development programs (USAID,2008). Here it is refers not only the involvement of group of people who live in a defined territory, but also to groups of people who may be physically separated but are connected by other common characteristics such as profession interests , ages ethnic origin or languages in any activities. This could be seen as a social process whereby groups with shared needs, make decision and establish mechanisms to meet the needs.

As it was recognized, the provision of education and training in Ethiopia was confined to the sole responsibility of the government since the introduction of modern education in the country. And hence the overall result was that access to and equity of education has been found to be one of the lowest even in Africa (MOE, 2003). Being relieved to the government of Ethiopia in establishing the current education and training policy which encourage the private investors and the community to invest on education. As result the situation has been changing recently since the policy was adopted different privets investors have established schools and communities have started to support and manage schools. Communities are now adding more class rooms and eve building new schools (MOE, 2003). However, all of these initiatives were based on

Voluntarism as has been clearly articulated in the guide lines organizations, management community participation and finance that have been under implementation since 2015, The community would participate in the construction and management of schools. The community would contribute labor, local materials and cash, based on its own capacity, for the construction of schools. The community contribution would also include raising money to cover part of non-salary expenditure of schools as required and as its capacity allows.

2.2 Importance of community participation in school activities.

The effectiveness of an educational system depends on effective delivery system and creation of demand for education with in the society. Here the concept of the school effectiveness is to say the achievement of its goal. The effectiveness and demand in turn are largely dependent on the school and parent community relationship.

To say if the relationship between the school and the community is in a good condition then the schools has opportunity to achieve its goal and if not the reverse is true .

More over to say schools where closer to the parents and the community, the parents seem to be more responsive about the education of their children and when the parents were more responsive in terms of their children's education the delivery of systems automatically improve to certain level. Effective and sustainable school improvement program requires many stake holders in the school community to become actively engaged and empowered. This could be seen as stake holders in child student's teacher's parents and families as well as members of the community. Each of them should be recognized as a valuable contributor to the school development program where as their roles include a variety of activities and outcomes the purpose was the same. That was to deliver high quality education to all of our students. To say in different way, thee concept could be seen as an active involvement of community in the school activities enables the school the school to prioritizes the problems develop strategies that enables the school to tackle their problems and satisfy the needs of the students through delivering quality education and improve the academic performance of the learners.

Across the world, there is evidence that constructive involvements of community in the life of the schools holds great benefits for the schools the learners, the parents and their mutual relationships (Bauch1994).Here one could easily under stood the fact that success at school

depends on the triangle of interaction of three components; the teacher; the parent and the learner. A working partnership between parents and teachers enhances the probabilities or chances of successfully helping the learner and getting involved in school activities.

The importance of community participation in school activities could be seen from different perspectives. As it was indicated on the materials from the economic perspectives the involvement of community in school activities enables the school and the community to use the scarce resolves effectively both by the school and community.

This was to show mutual benefits from social perspectives the involvement of community in school activities facilitate the socialization of the learners, from the educational perspectives if improve the academic achievement of the learners since learners were a part of the community and reduce dropout rate , increase enrolment and improves the quality of education. Community participation was important for the numbers of factors as it helped a lot on community involvement in any development programs. Some of the major factors that revealed the importance of community participation in any development program were; the community knows its problems, needs and priorities than any outsider, the community feels a sense of owner ship which was a base for sustainability in any activities for formulating effective planning and to know the culture, tradition and value of the community (USAID, 2008) .Community have contributed significantly to the development and the expansion of education, especially at primary level, during ESDPIII implementation.

Communities and PTA are playing important roles in all aspects of education from generating resources to managing schools. Resource was mobilized for purchasing basic equipment and materials, hiring contract teachers, and building class rooms and schools. PTAs were active in raising the awareness of the general community on the benefits of education and in encouraging parents to seed their children to school so as to increase access and reduce drop out. PTAS were involved in school management, preparing annual plans and follow-up disciplinary cases

2. 3 Community participation in school management

Community can play varieties of roles in the provision and management of education and teaching learning process that contributes to promoting education (UNICEF, 1992).Without community participation there is obviously on partnership, no development and no program.

For illustrations one easily recognize the reality behind this concepts, this could indicate lack of community participation in the activities educational development program can lead to failure in community development as education was the corner stone of development.

In addition to this, the literature in the field classified community participation in educational management as, empowerment, partnership interaction, consultation, informing and manipulation. The establishment of active parent teachers association (PTAS) and kebele educational and training boards (KETBs) appears now to be quite wide spread in all regions. The level of involvement of PTAS and KETB in school management was reported to be high in all regions as exemplified in the materials. This was a clear sign of the level commitment to education.

On the other hands if a student was absent from class, PTAs discussion with parents the cause of absenteeism and brought the child back to school. Raising the awareness of parents the advance girls participation in education, solving disciplinary problems that might be cause by students or teachers creating conducive school environment to make schools child friendly, especially for girls, adjusting school calendar to match the needs of children's labor for harvesting, supervising any type of construction in the school.

2.4. Factors hindering community participation in school management

PTAS and communities still need further capacity enhancement in order to enable then to carry out the quality of support that schools need to help them function as desired. The majority factors that handle community participation were perception of the community on basic issued due to lack of knowledge, lack of confidence, biases on program implementers, cultural and language barriers, failure to keep promised lack of awareness creation (USAID, 2008). This could be elaborated as a lot has to be done on the capacity building of PTAs and community in order to effectively mobilize and enable them to participate on the school activities.

The level of community support to education has been significant under ESDP III in particular with regard to the construction of schools in rural areas. The motivation of the community to support education was very high because parents perceive education as a prospect for social mobility and a substantial opportunity to improve life chance of their children.

There might be a risk that education was not enabled to fulfill promises because the labor market may not be position to absorb flows of qualified graduates from education. As a consequence, community support may slow down out of a sentiment of disillusion. The finding of the research carried out by Heystek (1999) on the reason why parents do not participate actively in school activities indicated; parents negative attitude towards the school. Parents feel that the teachers are qualified and salaried for their task, teaching children parents apparently do not even know that they should and could be involvement in school activities, or how they could be involved. Parents feelings of inferiority towards the teachers. The study showed that parents did not consider themselves capable of assisting the etchers, while the teachers indicated that most parents lacked the skills and knowledge to be effective assistants in the academic field of their children, knowledge, skills and competencies of parents and teachers were also indicated as the problems. Demographic reasons were also the reasons. The other conclusion obtained from the research was teacher's negative actions and attitudes. That means the schools did not adequately encourage the parents to get involved, that teachers did not want the parents to be actively involved in school activities. This could relate to the commitment issues.

In Ghana, one way in which schools have been made more accountable to local communities has been through the introduction of school performance appraisal meetings (SPAM). This was the closet we saw as creating space for schools, local communities and district education offers to face and address school quality improvement issues.

2.5. The strategies of enhancing community participation in school activities

Some of the literature in the field of suggested the way to enhance community participation in any development program was by involving the community in all aspects of the projects programs during planning, implementing, monitoring and evaluation/ living with the community understanding the community ways of life and share their problems. This creating openness/ transparency which helps us to develop community's sense of ownership. On another hand providing training was also essential to empower the community. Schools must empower parts with the knowledge and opportunities to become involved in school activities. The strategies that the school leaders exercised to enhance community participation in the school managements as (Donald et al, 1999) illustrated were developing a positive school culture, establishing effective organization, management and leadership, developing a sense of ownership of the school

working with others (networking), involving the learners in preventive action in the local community (service learning), making the school a community center, building positive school-community partnership. An effective method of promoting education and ensuring school support is involving the community in school activities. Here this could be done by inviting community members to join in school festivities through preparing the school festivals; the school administration can improve the overall satisfaction of the student through engaging them, increase the effectiveness of the education and raise the likelihood that the school will continue to be supported by the community by creating the suitable school environment that attracts the community and create an opportunity that include community members, both parents and non-parents, benefits both the students the community at large.

Teachers have to deal with parents at a minimum twice per semester, to provide quality reports and to discuss on the academic performance of their child's and on the learning achievements of the students (MOE, 2010). The school should communicating with parents during planning the school activities, implementing and developing different strategies that enables the school to solve the problems of the school and which contributed to the academic achievements of the students.

CHAPTER THREE

3. Research Design and Methodology

3.1 Descriptions of the Study Area

Wolkite town is a town and separate woreda in south-western Ethiopia. The administrative center of the Gurage zone of the southern nations nationalities and peoples region (SNNPR), this town has a latitude and longitude of 8'17°N 37'47°E and an elevation between 1910 and 1935 meters above sea level. It is surrounded by Cheha woreda.

3.2 Research Design

Descriptive survey design helps together a large variety of data related to problem under study and it is also effective for providing a snapshot of the current behaviors, attitudes and beliefs in a population. According to , (seyoum and Ayalew (1989) stated that the descriptive survey method of research is more appropriate together several kinds of data such a broad size rather than case study (which is in –depth study).

3.3 Research method

The main objective of this research is to investigate the participation of community in school relation in hidase fire secondary school. To achieve this objectives quantitative and qualitative method are employed. Quantitative method will be employed become the data gathered from the students and teachers are relatively wider to be addressed. Qualitative method was used for gathering information from the interview of the school principal, and supervisor.

3.4 Source of Data

The researchers used both primary and secondary data to get adequate information about the state of the community participation for improving community participation in school management of Gurage zone.

3.4.1. Primary Source of Data

The primary sources of data were teachers, students, the school principal and supervisors.P TA repersentative WETB repersentative

3.4.2. Secondary Source of Data

In order to have get information about community participation in secondary school documents (educational policy, education guide lines and annual educational statistics of ministry of education). The works of others on community participation studies and others books, journals and articles.

3.5 Study Population, Sample Population and Sampling Techniques

The population of the study were 786 students, 76 teachers ,1 principal and 1 supervisor , 1 PTA repersentativ, From this 41 students and 40 teachers were selected to be sample of student

and teachers for this study. As a result systematic simple random sampling was assumed to be preferable.

For the school principal and supervisor, PTA repersentative ,the study has used purposive sampling as all of them were taken as a sample. In addition to this purposive sampling was used in order to get relevant information because they have direct relation to issue under the study. In line with this, James H. McMillian (1996), stated that purposive sampling is a techniques that the researcher selects particular elements from the population that was representative or informative about the topic. Based on the researcher knowledge of the population, a judgment is made about which cases was selected to provide the best information to address the purpose of the research. Purposive sampling techniques was selected from each person because of the key informants were select base on the grounds of their knowledge towards the teachers commitment.

Table 1 Summarizes of the source of data, population, sample size and sampling techniques used for the study on hidase fire secondary school.

No	Source of data	Population	Sample size	%	Sampling techniques
		No	No	%	
1	Students	786	41	5.21	Systematic random
2	Teachers	76	40	52.63	Systematic random
3	Principal	1	1	100	Purposive sampling
4	Supervisor	1	1	100	Purposive sampling
5	PTA Representative	1	1	100	Purposive sampling
Total		865	84	9.7	Systematic random sampling

3.6 Data Collection Tools

In order to relevant and design information for the study the researcher was used questionnaires and interview.

3.6.1 Questionnaire

A Questionnaire was prepared for the students and teachers respondents to collect relevant information. The research contains both close-ended and open-ended items for the students and teachers. Koul (1996) suggest that questionnaire is widely use in educational research to obtain

information about certain conditions and practices and to inquire in to options and attitudes of individuals and groups. Close-ended items were prepared in order to obtain realistic data. The number of open-ended items was few, because this instrument helps to undertake in-depth studies. The items were present in respondents' English languages. The translation was making by the researcher.

3.6.2 Interview

Semi-structured interview questions were employed as an instrument to collect relevant information. The reason for using semi- structured interview is that it can permit the exploration of issues, which might be too complex to investigate through questionnaire and also justifies as it allows better flexibility for the interviewer and interviewee to explain more explicitly what he/she know on the issue (Best and Kahn, 2003). The interview would be conduct with school principal, supervisor and local representatives to collect in order to obtain complete information for the study. The interview would be conduct by the researcher.

3.7. Methods of Data Analysis

The data collected from questionnaire, quantitative data were systematically organized in items, tabulated, analyzed and interpreted using percentage and standard deviation. Qualitative data were not interpreted and analyzed More over the data collected from interview. qualitative data were organized systematically analyzed interpreted using descriptive statements on qualitative level.

3.9. Ethical Consideration

Research activities were commenced up on approval by Wolkite university department of educational planning and management. Besides during the period of data collection, the researcher would be obtain legal letter from concern bodies and also researcher respect to the community's cultures, customs and values. Moreover, clearly informs the real objectives of the research, its relevance, uses and the expect benefits of the research when carry out and ask their willingness to participate in the study. Additionally, the response kept confidential as the respondents are not asking to fill their name or give any identification.

CHAPTER FOUR

4. PRESENTATIONS, ANALAYSIS AND INTERPRETATION OF THE DATA

This part is the main body of the research that deals with the collected through different means. It includes the respondent's characteristics with discussion, presentation of data, its analysis and interpretations with the necessary discussion.

4.1. Background of the respondents

To show the clear images about the population involved in the study their characteristics were presented in the following table followed by the same discussion. It is preferred to put it.

Table 2: characteristics respondents in single table for the purpose of showing the generally picture of the respondents at a glance.

		Teaches		Principals		Supervisor	
		No	%	%	No	%	No
Sex	Male	34	85	80	1	100	1
	female	6	15	20	-	-	-
	total	40	100	100	1	100	1
qualification	Diploma	2	5	20	-	100	-
	Degree	38	95	80	1	-	1
	total	40	100	100	1	100	1
Service year	1-3	6	15	-	1	-	1
	4-8	18	45	-	-	-	-
	Above 9 years	16	40	-	-	-	-

As seen from table 2, 40 teachers were participated to give information for the study out of 40 teachers 34(85%) are male and 6(15%) are female. This implies the have gender imbalances between females and male. In terms of their qualification, 38(95%) of them are teachers of degree graduates and 2(5%) of them were Diploma and teaching as to their serves of years 6(15%) of the teachers service in 1-3 years, whereas 18(45%) of the teachers served 4-8 years in teaching, 16(40%) of the teachers were served above 9 years in teaching.

Coming to principals and supervisor, all were male. Regarding their qualification all of them were degree holders in teaching. The supervisor had been attending is MA degree in the educational leadership in summer program. When we see their years of service the principal and supervisor service 3, 4 and 6 years respectively. This implies that the principal in supervisor is degree holders they were at standard educational level.

Table 3 : characteristics of students

Grade	Sex						Age					
	Male		Female		Total		<_ 14years		15-18 years		>_ 19 years	
	No	%	No	%	No	%	No	%	No	%	No	%
9	7	32	4	21	11	27	5	41	7	39	4	36
10	6	27	6	32	12	29	3	25	5	28	3	27
11	5	23	4	21	9	22	2	17	4	22	3	27
12	4	18	5	26	9	22	2	17	2	11	1	9
Total	22	100	19	100	41	100	12	100	18	100	11	100

Interpretation of the characteristics of students As one could see from the table 3 , 7(32%) and 4(21%) of grade 9 students male and female respectively while 6(27%) and 6(32%) of grade 10 students were male and female respectively were as 5(23%) and 4(21%) of grade 11 students were male and female respectively. Coming to grade 12 students, 4(18%) and 5(26%) were male and female respectively. Hence, the plan was successful. As far as their ages were concerned, 5(41%), 7(39%) and 4(36%) of grade 9 students whereas 3(25%), 5(28%) and 3(27%) of grade 10 students were in the range of <_14 years 15-18years and >_19 years respectively. Moreover, 2(17%), 4(22%) and 3(27%) of grade 11 students were in the range of <_14 years, 15-18 years and >_19 years respectively, while 2(17%),2(11%) and 1(9%) of grade 12 students were in the range of <_14 years, 15-15 years and >_19 years respectively. The majority of the respondents were in the adult age range.

The participation of community in the school in hidase fire secondary schools.

To identify the school areas in which the community can participate or could not participate hidase fire secondary school the presentation contain the data obtain from the student, teachers and information obtain from the interview are presented. Thus the presentation begins with the first item, which was part of the first objectives.

Table 4: Views of students on community participation and their extent of participation on major school areas.

No	Items	Extent of Participation									
		Very High		High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	In the preparation of the school plan	18	17%	22	21	30	29	25	24	7	6.8
2	Contribution of financial resources	20	19%	28	27	22	21%	24	23%	8	7.8
3	Evaluation of the school activities	10	9.8%	15	14.7	34	33	28	27	15	14.
4	Providing local cultural information	17	16.6	41	40	32	31	12	11.7	_	_
5	Participating on decision making on student discipline	12	11.7	33	32	42	41	15	14.7	_	_

As could be from table 4 ,the respondents were respected to respond whether communities were participated and their extent of participation in the hidase fire secondary school. In line with these,18(17%), 22(21%), 30(29%), 25(24%), 7(6.8%)of respondents were judge the extent of their participation in the preparation of the school plan in hidase fire secondary school was very high, high, medium, low,and very low respectively which needs more improvements. This implies that the participation of community in the preparation of the school needs more improvement. In item 2 of the table the respondents were asked on the extent of participation of the communities in financing the school activities. Concerning this issues, 20(19%), 28(27%), 22(21%), 24(23%) of them said very high, high, medium, low, and very low respectively. As it was depicted from the table the participation of the community in contribution of financial resources in the school need more and more improvements.

In item 3 of the same table, the respondents were asked on the extent of participation of the community evaluation of the school activities. Concerning this issues, 34(33%), 28(27%), 15(14.7%) of them said medium, low and very low respectively. As it was seen from the table participation community in evaluation of the school activities need and more improvements. In item 4 of table, the respondents were asked on the participation of communities and their extents

of participation in providing local cultural information for the school official. Concerning this issues, 17(16.6%), 41(40%) and 32(31%), of them said were very high, high and medium respectively. One could easily observe from this the participation of community in providing local cultural information for the school leader was medium. This indicated it needs more encouragement for their participation in the future.

In item 5 of the same table,12(11.7%) of the respondents said the participation of communities in making decision on students discipline very high whereas 33(32%) of the respondents said the participation of communities in making decision on student discipline high whereas 42(41%) of the respondents said the participation of community in making decision on student discipline was medium while 15(14.7%) of the respondents said the participation of community in making decision on student discipline was data interpreted concerning the participation of community on the major attained school areas in hidase fire secondary and their extent of participation. As it is observed from the interpretation the participation of community in the hidase fire secondary school participation of the school plan, contribution of financial resources, monitoring and evaluation of the school activities, participating on decision making on student discipline are low. This probably could not mean that community was not totally participated in the school. In order to correlate and align the information obtained from the students with that the teachers the following table manifests the views of teachers on similar issues.

Table 5: Views of teachers on major areas in which community participates or do not participate in hidase fire secondary school and extent of their participation.

No	item	Alternatives of respondents											
		Very		High		medium		low		Very low		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Making decision on student discipline	3	7.5	6	15	9	22.5	19	47.5	4	10	40	100

2	In articulating vision of the school	2	5	6	15	12	30	16	40	4	10	40	100
3	Planning and evaluation of the school activities	5	12.5	15	37.5	10	25	8	20	2	5	40	100
4	Monitoring and evaluation of the school activities	1	2.5	3	7.5	8	20	10	25	18	45	40	100
5	Raising the awareness of parents to increase community participation	2	5	2	5	9	22.5	6	15	21	52.5	40	100
6	Innovation of different ideas	4	10	3	7.5	5	12.5	17	42.5	11	27.5	40	100
7	Exercising good particles and building a norm	3	7.5	8	20	9	22.5	11	27.5	9	22.5	40	100
8	As a guidance to students	5	12.5	7	17.5	6	15	18	45	4	10	40	100
9	The school finance on decision making	2	5	4	10	8	20	16	40	10	25	40	100
10	In monitoring and following on the students and teachers attendance	3	7.5	5	12.5	12	30	20	50	_	_	40	100
11	In socializing and counseling the school	4	10	9	22.5	11	27.5	7	17.5	9	22.5	40	100

12	Providing indigenous skill and local cultural in formation	_	_	2	5	13	32.5	18	45	7	17.5	40	100

As could be seen from the sample table of item 2, 2(5%) of the respondents said the extent of participation of teachers in articulating vision of school was very high while 6(15%) of the respondents said the extent of participation of teachers in articulating vision of school was high and 12(30%) of the respondents said the extent of participation of teachers in articulating vision of the school was medium while 16(40%) of the respondents said the extent of participation of the teachers in articulating vision was low, while 4(10%) of the respondents said the extent of participation of teachers in articulating vision of the school was very low. Here it needs more efforts to do. In the items 5 of them same table, 2(5%), 2(5%) of the respondents said the extent of participation of teachers in raising the awareness of parents to increase community participation was very high and high. 9(22.5%) of the respondents said the extent of participation of teachers in raising awareness of parents to increase community participation was medium. 6(15%), 21(52.5%) said the extent of participation of teachers in raising awareness of parents to increase community participation was low and very low. In the item 6 of same table, 4(10%), 3(7.5%) of the respondents said the extent of participation of teachers in innovating of different ideas and methods that enable the school to attain the goal was very high and high, whereas 5(12.5%) of the respondents said the extent of participation. Teachers in innovating of different ideas and methods that enable the school to attain the goal was medium, while 17(42.5%), 11(27.5%) said the extent of participation of teachers in innovating of different ideas and methods that enable the school to attain the goal was low and very low. In the item 7 of the table, 3(7.5%), 8(20%) of the respondents said the extent of participation of teachers in exercising good practices and building a norm was very high, high whereas 9(22.5%) of the respondents said the extent of participation of teachers in exercising good practices and building a norms medium, while 11(27.5%), 9(22.5%) said the extent of participation of teachers in exercising good practices in the school and building a norm was low and very low. This implies it needs improvements. In the items 8 of the same table, 5(12.5%), 7 (17.5%) of the respondents said the extent of participation of teachers in identifying factors contributing to low participation of community in the school participation was very high and high, while 6(15%) of the respondents

said the extent of participation of teachers in identifying factors contributing to low participation of community in the school was medium where 18(45%),11(27.5%) said the extent of community in the school was low and very low. In the item 9 of the same table2(5%), 4(10%) of the respondents said the extent of participation of teachers in making decision on the school finance was very high and high, whereas 8(20%) of the respondents said the extent of participation of teachers, community financing the school was medium. While 16(40%), 10(25%) said the extent of participation of teachers, community in financing the school activities was low and very low.

In item 10 of the same table, the respondents were asked on the participation of community in monitoring and following on the students and teachers attendance. In this regard 3(7.5%), 5(12.5%), 12(30%) and 20(50%) of the respondents said their extent of participation told that most of the teachers complain in monitoring and following on the student and teachers attendance because they concerned that monitoring and following on the students and teachers attendance are the duties of unit leader and that of the school officials. In item11 of the same table the respondents were asked on their participation and the extent of their participation on the school community, in socializing and counseling the school leaders. Concerning this 4(10%), 9(22.5%), 11(27.5%), 29(72.5%) and 9(22.5%) of them said very high, high, medium, low and very low respectively. This indicated their extent of participation was low which shows it still needs more improvement. In item 12 of the table, the respondents were asked the participation of teachers in the school community and their extent of participation particularly in improving indigenous skill and local cultural information for the school decision makers. Concerning the issues 2(5%), 13(32.5%), 18(45%) and 7(17.5%) of respondents their extent of participation was high, medium, low and very low respectively. Supporting this one of school principal told that the major areas in which he participate as representative of the community in the functioning of the school are in giving comment and suggestion on the school plan mainly prepared by the school principal, administrating the school finance depending on the report of the school director we participate in advising and correcting those teachers who failed to discharge their duties properly advice and reprimand students with disciplinary problem punish those students who could no desist from their wrong doings and submit a dismissal proposal to the director. We also advice the parents to follow their student and to reduce dropout of the students on the agenda we

get. He generalized the extent of his and community participation in the school as low due to the work load of his office.

Participation from WETB noted that: the school areas in which we participate in the hidase fire secondary school are in allocating budget at the begging of the school years we participate on school meeting held by the school officials to give comments and suggestion depending on the reports of the school principal. We participate on giving comments while the school's annual plan of action and their execution strategies are developed by the school principal and reported on the school meeting, unless honestly saving we didn't make any meeting on the issues of the school due to the work load of our duties, but really now on woreda we can prepare a program to communicate with the community and tried to solve the problem of the school in all direction. To generalize the idea the extent our participation, comity participation in the school activities are very low, due to lack of commitments and lack of awareness creation. To analysis idea, the extent of participation of community on the major areas listed in the table was relatively low as it was depicted from the integration of the data obtained from teachers. This was also confirmed by interviewee of school principal and PTA members. This could probably have factors that hinder them. To investigate the possible factors that hinder community participation, the next table would explain the issues.

Table 6: views of students on the factors that hinders community participation in the hidase fire secondary school.

Item No	Items	Alternatives of respondents									
		Very high		high		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	Lack of opportunity	40	39	25	24.5	19	18.8	10	9.8	8	7.8
2	Lack of interests from the community	11	10.7	15	14.7	20	19.6	43	42	13	12.7
3	Lack of awareness creation	29	28	41	40	21	20.5	7	6.8	4	3.9
4	Lack of time	8	7.8	9	8.8	23	22.5	47	46	15	14.7

In the item -3 of the same table 29(28%) of the respondents said lack of awareness creation was very high while 41(40%) of the respondents said that lack of awareness creation was high while 21(20.5%) of them said lack of awareness creation was medium whereas 7(6.8%), 4(3.9%) of them said lack of awareness creation was low and very low.

In the item 4 of the same table 8(7.8), 9(8.8%) of them said lack of time was very high, high while 23(22.5%) of them said lack of time was medium whereas 47(46%), 15(14.7) of the respondents of time was low, very low. In addition to students and teachers this item was asked the school principal and supervisor of the school in the interview from. For instance the principal of the school said that the same of the hindering factors that affect the participation of community in the school are most of the parents didn't understand that "educating their children is well inviting". As I think this the basic problem. The other factors might be filling of parents that assume, as it was depicted from the gathered in information the factors that hinders community participation in the hidase fire secondary school were not far from the factor mentioned document of USAID, 2008 which was explained in the review literature to analysis the concept the major factors were of the community on basic issues due to lack of interest, lack of confidence, lack of opportunity and lack of awareness creation. This could be elaborated as a lot has to be done the capacity building of community and promoting the demand of education in order to effectively mobilize and enable them to participate on the school activities. Having recognized this major identified problem that delay the participate of community could be taken lack of awareness which resulted in the others factors.

Table 7: views of teachers on factors that hinder community participation in the school.

No	Items	Alternatives of respondents											
		Very high		High		Medium		Low		Very low		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Lack of knowledge	10	25	14	35	9	22.5	4	10	2	5	40	100
2	Lack of confidence	8	20	10	25	15	37.5	6	15	1	2.5	40	100
3	Poor interpersonal approaches	4	10	9	22.5	17	42.5	7	17.5	3	7.5	40	100
4	Biases on program and plan implementation	7	17.5	13	32.5	14	35	4	10	2	5	40	100
5	Cultural barriers	11	27.5	14	35	10	25	4	10	1	2.5	40	100
6	Religion problems	12	30	15	37.5	7	17.5	6	15	-	-	40	100
7	Language barriers/ problems	9	22.5	10	25	12	30	6	15	3	7.5	40	100
8	Low level of awareness	8	20	12	30	12	30	5	12.5	3	7.5	40	100
9	Lack of role models	4	10	14	35	10	25	2	5	-	-	40	100
10	Lack of appreciation of the overall objectives of education	-	-	3	7.5	13	32.5	19	47.5	5	12.5	40	100
11	The belief that education is essentially the task of the state	5	12.5	8	20	5	12.5	14	35	8	20	40	100
12	Ignorance of the structure and functions of the school	-	-	5	12.5	6	15	19	47.5	10	25	40	100
13	The schools dis interest on parental involvement	-	-	3	7.5	6	15	22	55	9	22.5	40	100
14	Underestimation by parents of their own competence in educational issues	10	25	20	50	10	25	-	-	-	-	40	100
15	Economic problem from the parents	11	27.5	25	62.5	4	10	-	-	-	-	40	100

16	Un certainty of community about the responsible body for school failure	5	12.5	8	20	18	45	6	15	3	7.5	40	100

As seen from the table -710(25%), 14(35%) of the respondents said lack of knowledge was very high and high, while 9(22.5%) of the respondents said lack of knowledge was medium, where as 4(10%), 2(5%) of the respondents said lack of knowledge was low and very low.

Item 2 of the same table 8(20%), 10(25%) of the respondents said lack of confidence was very high, high hindering factor for community participation in the school, while 15(37.5%) of the respondents said lack of confidence was medium. Item 3 of the same table,4(10%), 9(22.5%) of the respondents said poor interpersonal approaches of school officials was very high, high whereas 17(42.5%) of the respondents said poor interpersonal approaches of the school officials was medium while 7(17.5%), 3(7.5%) of the respondents poor interpersonal approaches was low and very low.

Item 4 of the same table 7(17.5%), 13(32.5%) of the respondents said biases on program and plan implementation was very high, high, while 14(35%) said biases on program and plan implementation was medium, whereas 4(10%), 2(5%) of the respondents said biases on program and plan implementation was low, very low.

Item 5 of the same table 11(27.5%), 14(35%) of the respondents said cultural problem/barriers was very high, high. and 10(25%) of the respondents said cultural problem/barriers was medium, whereas 4(10%), 1(2.5%) of the respondents said cultural problem/barriers was low, very low. In the item 6 of the same table 12(30%), 15(37.5%) of the respondents said religion related problem was very high and high, whereas 7(17.5%) of the respondents said religion related problem was medium, while 6(15%) of the respondents said religion related problem was low hindering factors for community participation in the school hidase fire secondary school.

In item 7 of the same table 9(22.5%), 10(25%) of the respondents said language barriers was very high and high, while 12(30%) of the respondents said language barriers was medium serious hindering factors for community participation in the school, the rest 6(15%), 3(7.5%) of the respondents said language barriers/problem/ was low and very low.

In item 8 of the same table 8(20%), 12(30%) of the respondents said low level of awareness creation was very high and high serious hindering factors for community participation in the school, whereas 12(30%) said low of awareness creation medium, while 5 (12.5%), 3(7.5) of the respondents said lack of awareness creation was low and very low. Here it needs an improvement.

In the item 9 of the same table,4(10), 14(35%) of the respondents said lack of role models was very high and high, while 10(25%) of the respondents said lack of role models was medium serious hindering factors for community participation in school.

In the item 10 of the same table, 3(7.5%) of the respondents said lack of appreciation of the overall objectives of education was high, while 13(32.5%) of the respondents said lack of appreciation of the overall objectives of education was medium. Whereas, 19 (47.5%), 5(12.5%) of the respondents said lack of appreciation of the overall objectives of education was low and very low hindering factors for community participation in the school.

In the item 11 of the same table,5(12.5%), 8(20%) of the respondents said that believe the education was essentially the task of state was very high and high, while 5(12.5%) of the respondents said that believe the education was essentially the task of state was medium, whereas 14(35%), 8(20%) of the respondents said that believe the education was essentially the task of state was low and very low.

In the item 12 of the same table, 5(12.5%) of the respondents said ignorance of the structure and functions of the school by community was high, while 6(15%) of the respondents said ignorance of the structure and function of the school was medium, 19(47.5), 10(25%) of the respondents said ignorance of the structure and functions of the school by was low and very low hindering factors for community participation in the school.

In the item 13 of the same table 3(7.5%) of the respondents said the schools disinterest to parentally involvement was high, 6(15%) of the respondents said the schools disinterest to parentally involvement was medium serious hindering factors for community participation in the school, whereas the rest 22(55%), 9(22.5%) of the respondents said the schools disinterest or resistances was low and very low.

Underestimations of their own competences in educational issues as a result of their low educational status relative to teachers and the school principals.

In item 15 the same table, 11(22.5%), 25(62.5%) and 4(10%) of the respondents said economic problem from the parents was very high, high and medium serious hindering factors for community participation in the school.

In the last item of the same table, 5(12.5%), 8(20%) and 18(45%) said uncertainty of community about the responsible body school failure was very high, high and medium the serious hindering factors for community participation in the school, whereas 6(15%), 3(7.5) said uncertainty of community about the responsible body for school failure was low and very low the hindering factors for community participation in the school.

In addition to teachers this items asked the school principal and the school supervisor in the form of interview. The school principal said: the school has tried to enhance the participation of community school by reestablished the PTA members depending on the guide line and given orientation on their roles and duties but still their participations is low due to different factors.

For instances, in this academic years we have prepared the program to deal with the parents on the performances of the students but less than ¼ pr parents attend the program. Same of the factors could be lack of interest from the community. This may be divan from lack of role model and religious problem to solve these problems. We as the school leaders developed different strategies to enhance the participation of the community. Depending on the guide line we started to orient the PTA members and we hope PTA members could be play their duties specifically which are written on the guide line. As it was depicted from the information's from the teachers and the school leaders, factors that hindering community participation in the maintaining of hidase fire secondary school.

School was investigated as the serious problem include lack of knowledge, economic problem from the parents, underestimation of community of their own competence in educational issues, lack of role models and low level of awareness creation was taken as the major hindering factors. This shows a lot has to be done on this issues so as to enhance participation of the community is the school and ensure the achievement of the school mission and vision.

Table 8: views of teachers on the strategies used for enhancing community participation in school hidase fire secondary school.

No	Item	Alternatives of respondents									
		Very high		High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	Involving the community in all aspects of the school activities(during planning, implementing, monitoring and evaluation)	-	-	2	5	8	20	21	52.5	9	22.5
2	Understanding the community way of life	1	2.5	4	10	7	17.5	19	47.5	9	22.5
3	Providing sustainable training for the community	-	-	1	2.5	12	30	20	50	7	17.5
4	Creating openness/transparency/	2	5	4	10	16	40	10	25	8	20
5	Encouraging active parents to move beyond fiscal issues on the school	-	-	-	-	10	25	23	57.5	7	17.5
6	Training and hiring active parents paraprofessionals to participates in the affairs	-	-	-	-	3	7.5	27	67.5	10	25

This item was one of the questions intended to examine the strategies used to enhance community participation in the school hidase fire secondary school. Accordingly, strategies exercised in the school in order to improve the participation in the school.

As could be seen from the table 8, 2(5%), 8(20%) of the teachers said involving the community in all aspects of the school activities (during planning, implementing, monitoring and evaluation) was high and medium, whereas 21(52.5%), 9(22.5%) of the teachers said involving the community in all aspects of the school activities (during planning, implementing, monitoring and evaluation) was low and very low. Here one can easily see the improvement of community in the school activities during planning, during implementing the planned activities, during monitoring the activities and in the evaluation of the school activities is low. In addition to this, this has been confirmed by interview of the school vice principal told that: Community representative, PTA and WETB members participate on the school planning. Most of the time the school annual plan and short term plan were prepared by the school officials, by the school principal and vice

principal finally the PTA and WETB members give comments and suggestion on the plan. Here the school officials encourage the community to participate. But in the cause of monitoring and evaluating the school activities the participation is still need a lot effort to improve the participation of the concerned body.

Item 2 of the same table 8, 1(2.5%), 4(10%) and 7(17.5%) of the respondents said understanding the community ways of life and sharing their problem was very high, high and medium 19(47.5%), 9(22.5%) of the teachers said understanding the community ways of life and sharing their problems was low and very low.

Item 3 of the table-8, 1(2.5%), 12(30%) of the teachers said providing sustainable training for the community on the demand of education in order to enhance community participation was high and medium are hidase fire secondary school, while 20(50%), 7(17.5%) of the teachers said providing sustainable training for the community on the demand of education in order to enhance community participation is in the school in hidase fire secondary school was low and very low.

In item-4 of the table8, 2(5%), 4(10%), 16(40%) of the respondents said creating openness/transparency/,in the school activities in order to enhance community participation was very high, high, medium in hidase fire secondary school, while 10(25%), 8(20%) of the respondents said creating openness/transparency/ in the school activities in order to enhance community participation is low and very low.

In the item 5 of the same table8, 10(25%) respondents said encouraging active parents to move beyond fiscal issues on the issues of the school was medium whereas 23(57.5%), 7(17.5%) of the respondents said encouraging active parents to move beyond fiscal issues on the issues of the school was low and very low.

In the item 6 of the same table-8, 3(7.5%), 27(67.5%) and 10(25%) of the respondents said training and hiring active parents as paraprofessionals to participate in the school affairs was medium, low and very low in hidase fire secondary school.

This implies that need and effort, in addition to teachers, students were asked these items in the form of open-ended and the PTA members. Under the open-ended questionnaires, one of the students said that:

The school officials would have to give opportunities for the students in order to participate in the school, the school officials would have select student representatives if possible from each grade and give the appropriate training on the areas in which students can participate, the areas which concerns the students, such as the discipline of the students, the mechanisms of reducing students dropout, the strategies used to improve the academic performance of the students.

One of the local community members said on the strategies used to enhance community participation in the school hidase fire secondary school, the school leaders could consider the background of the society, giving sustainable training on the demand of education and making the school a community centers, enabling the community to make a meeting in the school in order to discuss their problems in the schools. Since most parents considers that their contribution in the school activities is low due to being illiterate. The school officials could have to do on such problems in order to enhance the participation of community in the school.

As the literature in the field illustrates, the level of literacy local community may be a problem, but even if local community cannot read and write they can assist their children. Their interest and motivation will have a positive effect on the standard of the work of their children. This level where local community involvement really can improve the standard of education. According to Khan (1996:59) and Gen and Stoneman (1995:569), local community involvement in school activities has appositive effect on the academic achievements of learners. This could be discussed as local community experience the positive results of their involvement, it may motivate them to be more involved in other school activities.in this way the school and local community may benefit from improved involvement.

Some of the literature in the field suggested the way to enhance community participation in any development program was by involving the community in all aspects of the projects or programs (during planning, implementing, monitoring and evaluation) living with the community, understanding the community ways of life and share their problems.Thi8s needs creating openness /transparence which helps as to develop the communities since of ownership. On the other hand providing training was also essential to empower the community. Schools, special principals, must initiate activities that would motivate local community to participate .often parents do not know why and how they should be involved in school activities (Bausch, 1994).

Schools must empower local community with the knowledge and opportunities to become involved in school activities, developing a positive school culture , establishing effective organization, management and leadership, developing sense of ownership of the school working with others (networking),involving the learners in preventive action in the local community (service learning),making the school a community center, building positive school.

CHAPTER FIVE

5 .SUMMERS OF FINDING, CONCLUSION AND RECOMMENDATIONS

The chapter deals with summer of the major finding of the study, conclusion drown on the basis on the findings and recommendation that are assumed to be useful to alleviate the problems related to the participation of community in the school hidase fire secondary school.

5.1 summer of the major finding

The community participation in hidase fire secondary school. The main objectives of the study were to examine the extent of the participation of this effect; data collected from subjects were presented, analyzed and interpreted in chapter four. The summer of major findings are:-

Most of the students conformed that participation of community in the school area identified hidase fire secondary gave local cultural school is low. Majority of the student 7.5% had no interests in participating in school. None of the students information for the school officials/leaders. None of the students participated on the decision made on student discipline in the school. Most students have not taken any awareness on their participation on the school.

Majority of students 53.1% verify that lack of time is not the problem for their participation on the school community. Most of the teachers indicated the participation of the community innovating different ideas and methods that enable the school to attain it are goal is low. Majority of the teachers 77.5% marked the participation of community in deciding on the school finance is low. Majority of students as they are the members of the community 66.5% did not get opportunity for participating in the school community. Majority of the teachers 72.5% conformed the participation of community in supervising, socializing and counseling the school leaders is low.

All most all teachers had no participation in identifying factors contributed to low participation community in the school. Majority of teachers (62%) marked the participation of teachers giving awareness of the parents to enhance their participation is low. Majority of teachers (77%) indicated economic problem from the parents in major serious problem for their low participation of community in the school. Majority of teachers (75%) marked the participation of

the community in the school was low due to the under estimation of the parents for their competence in the school. Most of the students and teachers school hidase fire secondary school.

Majority of teachers (77.5%) marked religious is another serious problem for the low participation of community in school. Majority of teachers (72.5%) indicated lack of knowledge about the school mission is another serious problem for the low participation of parents in the school. All most all (95%) of the teachers marked the strategies exercised to enhance community participation in the school community through training and hiring active parents as professional is very low. Most teachers (72.5%) marked the strategies exercised in involving the community in all aspects of the school activities (during planning, implementing, monitoring and evaluation) at the school level is low.

Most of the PTA and WETB members indicated their participation on the school community a whole is low. The contribution of the school leaders, school principal, vice principal and super visors in developing and exercising different strategies to enhance participation in school community is low.

5.2 Conclusion

Based on the finding, the following conclusion was drawn.

- The participation of students as they were the members of the community on the school participation is hidase fire secondary school was very low because of lack of opportunity for participating and lack of awareness creation from the school leaders.
- most of the teachers do not participate in the school community areas particular on making decision on students discipline and teachers appraisal, in monitoring and evaluation for the school activities, in supervising and socializing the school leaders, in creating different ideas and strategies to enable the school to attend its vision, making decision on the school finance even through their representatives.
- Accordingly to the findings of the study, factors that hinder the participation of community in the school community were pointed out in the summery of this chapter. To conclude about the factors the following were sequenced and listed according to their seriousness order, from the most serious to the minor problems.

- Economic problems from the parents, under estimation of parents of their own competence in the is activities, lack of knowledge from the parents, religious problem, cultural problem from the parents, lack of interests from the students, lack of awareness creation for the student from the school leaders, lack of opportunities for students other factors were considered as the least was lack of time from the students.
- The strategies used in order to enhance the participation of community in the school community hidase fire secondary school was an effective.

5.3 Recommendation

Based on the major finding and the conclusion, the following suggestions have been recommended by the researcher:-

- Woreda education bureaus should take part in promoting the participation of community in the school identifying the areas they can participate depending on the guide line of the ministry of education.
- The woreda education bureaus should follows the performance of PTA in the school and motivate those actively mobilizes the community in the school activities.
- The woreda education bureaus should prepare short term training on the duties and responsibilities of PTA members.
- The school officials should involve the community in the school activities (during planning, implementing, monitoring and evaluation of the activities). Most of PTA and WETB members do not participate on the school community, particular on the major points that directly concern them.
- School should take the following in to improve the participation of the community in the school.
- Giving an opportunity for the students to participate on the school community.
- Involving the students, teachers, parents and the community during the planning, implementing and monitoring the activities of the school.
- Developing strategies that enable the school to enhance the participation of community in the school.
- Establishing community mobilization team and leading the team to attract community to the school.

- Providing adequate opportunity to teachers, parents and students to participate in making educational decisions, including in matters pertaining to school finance, the academic achievements of the students and issues regarding the discipline of the students and teachers.
- Encouraging and motivating active parents to involve the school community.
- PTA members should actively play their roles and duties which includes;
- Giving comments while the school's annual plan of action and their execution strategies as well as other internal directives are formulated.
- Organizing parents days quarterly to hear the continuous results of their students, to seek lasting solution to problems affecting parents-teachers relationships in collaboration with the directors.
- Mobilizing the community and raise funds for the school.
- Participate on the teacher performance evaluation.
- Advise and correct a director who failed to discharge his or her professional responsibilities properly refers the director who could not be corrected through advice to WETB.
- Advise and correct those teachers who failed to discharge their duties properly.
- Managing and administrating school finance.

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APPENDIX A

WOLKITE UNIVERSIY

COLLEG OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTIMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by students

Dear participants

This questionnaire is developed for the purposes of gathering information to investigate community participation in the school management in hidase fire secondary school. Since students are one of the school community mambers then the researcher needs genuine information from the students on the issue of their participation in order to improve the management system of the school.

Background of the respondents

1. Which grade you are attending?

9 ☐ 10 ☐ 11 ☐ 12☐

2. Sex Male ☐ Female ☐

3. Age 14-18 ☐ 19-25 ☐

Instruction

1. Mark (/) under the given alternative depending on the participation of teachers (community) on the given activities in hidase fire secondary school.

Item No	Major management areas in which students participate in school management	Extent of the participation				
1	Preparation of the school plan	Very high	High	Medium	Low	Very low
2	Contribution of financial resources					
3	Monitoring and evaluation of the school activities					
4	Providing local cultural information					
5	Exercising leadership styles					
6	Making decision student discipline					

2. Below are some of factors that hinder community participation in the school managements. Read and (/) on one your choice from the level of seriousness sequenced in front of the problems.

Item No	Factors	Level of Seriousness		
		It is serious problem	It exists but not serious	It is not problem
1	Lack of time			
2	Lack of opportunity			
3	Lack of interests from the students/ community			
4	Lack of awareness			

What solution you recommend in order to enhance student's community participation in the school in hidase fire secondary school?

_____

APPENDEX B

WOLKITE UNIVERSIY

COLLEG OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTIMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by teachers

Dear participants

This questionnaire is developed for the purposes of gathering information to investigate community participation in the school management in hidase fire secondary school. Since students are one of the school community members then the researcher needs genuine information from the students on the issue of their participation in order to improve the management system of the school.

Thank you advance.

Demographic information of the respondents.

1. School name _____Years of service _____

2. Qualification: Degree ☐ Diploma ☐ TTI ☐

3. Sex Male ☐ Female ☐

Instruction: Mark (/) under the given alternative depending on the participation of the teachers/ community on the given activities in hidase fire secondary school.

Item No	Item	Alternatives of respondents				
		Extent of participation is very high	Extent of participation is high	Extent of participation is medium	Extent of participation is low	Extent of participation is very low
1	Making decision on student					

	discipline					
2	In articulating vision of the school					
3	Planning school activities					
4	Monitoring and evaluation of the school activities					
5	Raising the awareness of parents to increase community participation					
6	Innovation of different idea and methods that enable the school to attain the goal					
7	Exercising good practices and building a norm					
8	As a guidance to students and as a dynamic leaders of a group of pupil in the class room					
9	Financing and making decision on the school finance					
10	In monitoring and following on the students					

	and teachers attendance					
11	In supervising, socializing and counseling the school leaders					
12	Providing indigenous skill and local cultural information					

Below are some of factors that hinder community participation in the school activities / managements. Read and Mark (/) on one your choice from the level of seriousness sequenced in front of the problems.

No	Factors	Level of Seriousness				
		It is serious problem is very high	It is serious problem is high	It is serious problem is medium	It is serious problem is low	It is serious problem is very low
1	Lack of knowledge					
2	Lack of confidence					
3	Poor interpersonal approaches					
4	Biases on program					
5	Cultural problems					
6	Religion problems					
7	Language problems					
8	Low level of awareness creation					
9	Lack of role models					
10	Lack of appreciation of the overall objectives of education					
11	The beliefs that education is essentially the task of the state					
12	Ignorance of the stricter and functions of the school					

13	The schools disinterest or resistance to community parental involvement					
14	Underestimation by parents of their own competence in educational issues					
15	Economic problem from the parents					
16	Uncertainty of community about the responsible body for school facility					

The following are some of the strategies that help to enhance community participation in the school activities then the mark (/) under the given alternative whether these strategies are practiced in your school so as to enhance community participation in the school.

No	Strategies of enhancing community participation in school activities age listed as follows.	The degree at which strategies are exercised in your school in order to enhance community participation in school.									
		Very high		High		Medium		Low		Very low	
1	Providing sustainable training for the community										
2	Involving then community in all aspects of the school activities during planning, implementing, monitoring and evaluation.										
3	Understanding the community ways of life and sharing their problems.										
4	Creating openness/transparency/										
5	Encouraging active parents to move beyond fiscal issues										
6	Training and hearing active parents as paraprofessionals to participate in the school affairs.										

What possible recommendation you would suggest for the degree of teachers participations in the school hindering factors and the strategies for enhancing community participation in school as your age or of the members of the school community?

APPENDIX C

WOLKITE UNIVERSITYY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Guide question are prepared for interview school principals and supervisors , PTA repersentativ

Part I.

1. School name_____

2. Sex _____Age_____

3. Education qualification_____

4. Service year_____

Part II.

1. In which schools areas does the community participating and do not participating in your school?
   _____
   _____
2. To what extent of community participating in the school areas you mentioned?
   _____
   _____
3. What are the major factors that hinder community participation in the school?

_____

_____

4. What do you think a basic cause for these hindering factors?

   _____

   _____

5. What strategies you are exercising in order to enhance the participation of community in your school and the plan you on have?

   _____

   _____

6. What problems related to community participation in the school?

   _____

   _____

7. What is your attitude towards community participation in the school?