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DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

THE PRACTICE OF PARENT-TEACHER ASSOCIATION IN DISCHARGING ITS DUTIES AND RESPONSIBILITIES AT MELKE TSEDIK PRIVATE PRIMARY SCHOOL IN WOLKITE TOWN ADMINISTRATION, GURAGE ZONE, SNNP RIGION

A SENIOR ESSAY SUBMITTED TO EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT OF REQUIRMENTS FOR BACHELOR ATRS(BA) DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

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LETTER OF APPROVAL

This is to certify is a senior essay prepared by Natnael Tegegne titled " THE PRACTICE OF PARENT-TEACHER ASSOCIATION IN DISCHARGING ITS DUTIES AND RESPONSIBILITIES AT MELKE TSEDIK PRIVATE PRIMARY SCHOOL and submitted in partial fulfillment of requirements for the bachelor of art 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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LIST OF ACRONYMS

PTA : Parent Teacher Association

SS : Students

TT : Teachers

MOE : Minister of Education

USAID : United States Agency for International Development

SNNP : South National Nationality of people

ABSTRACT

This study was focused on the practice of PTA in discharging its duties and responsibilities at Melke Tsedik Private Primary School in Wolkite town Admnistration, SNNP Region. This study included 77 participants of which 7 members were from PTA, 10 from teachers, 60 were from students. The PTA members were selected using purposive sampling technique and the other teachers and students were selected using simple random sampling technique. The data were gathered through questionnaire, interview and focus group discussion and were analyzed quantitatively and qualitatively. The research finding indicates that PTA is not discharging its duties and responsibilities effectively. It also identified the factors that affect PTA not to discharge its duties and responsibilities such as lack of training, knowledge, skill budget, attitudes, awareness, commitment and willingness, experience and shortage of time… etc were greater factors for failure of PTA.

Furthermore, PTA did not get enough means of motivation, technical supports from the school leader. The research, therefore, recommends the solutions such as giving capacity building, promoting motivation system, and other technical supports from the school and other stake-holders to alleviate the problem.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is one of the means that helps the human being to transfer its experience, knowledge and scientific innovation to the new generation. As Graham, (1978: 6) stated " education is in a way of developing desirable habits, skills and attitudes which makes an individual a good citizen, that will be able to participate in the overall development of the society." Therefore, educated citizens are important for economic, social, cultural and political development of any society. From this, we can understand that for a country' s development the people must be educated. This reflects that without education no one country has been developed. Due to this reason, many nations in the world have been taking strong measures and giving special attention for education to fight against poverty and illiteracy. Ethiopia for the past some years has done many activities to provide quality education for all and introduce the new decentralized educational administrative system. According to the SNNP National Regional State Education Bureau Training Module (1996: 61), decentralize educational administrative system has the following advantages. It develops community participation and encourages self -reliance at local level; It encourages working with governmental and non-governmental organization Co-operatively; It enables to gain additional resources from local community to support education; It reflects the need of local community and reduce the central government budget which donated to the local community; Authority can be divided with responsibility and accountability towards the lower level ;etc .This indicates that the new decentralized educational administrative system has brought many school supportive structures. Through this; school supportive structure, the principle of decentralized educational management has been realized, the community has been involved directly in educational affairs.

Parent teacher Association is a democratic organization which attempts to bring parents and teachers together in the interest of the child Ajayi, (2009in CCSE, 2012,p.16). It is a formal link of communication on school matters between the teachers and parents. According to Oniyangi (2008 in CCSE, 2012, p.16).The meeting of this body serves as a forum for the exchange of ideas between teachers and parents about school programmers towards the smooth running of the school and the achievements of the goals of the school.

Bagin and Gallagher (2001,p.131) also described it as a voluntary organization whose membership consists of parents, teachers, principals and students of the individual school and school system in order to devolve legal authority to make policy decisions or to administer educational programs.

Other is PTA is active in raising the awareness of general community on the benefit of education and in encourage parents to send their children so as to increase access and reduce dropout. The school PTA is also accountable to the Parent Teacher Conference. The PTA is not only concerned with fund raising, but is also involved in the open day, special events, and as a board for development. The main aim of PTA is to provide the school with those items not normally provided by the government and foster more extended relationship between home and school.

Therefore, the most known school supportive structure is Parent Teacher Association (PTA) which has been introduced since 1994 EC, in a new form. This parent Teacher Association (PTA) should have to establish in each school as one of the main school supportive structure. PTA in each school has its own duties and responsibilities in order to carry out and support the teaching learning process properly. To promote connections and communications between parents and school and to establish a partnership between them, to promote the development in academic performance and the physical and mental health of children through close home-school co-operation, to develop the potential of parents and to strengthen their relationship with their children through planning and conducting a variety of developmental and recreational activities. to help parents to better understand their children's needs and to arouse their interest and involvement in youth policy through parent education, to provide a channel for both parents and the school to exchange opinions concerning school policies for promoting the development of the school and to elect parent managers to the incorporated Management Committee to work together with the other school managers in the management of the school. Lin (2010 in Ijaz Ahmad Tatlah et al., 2011) Consequently, the PTA is expected to contribute to the management of school plant, fund raising and raising the moral tone of the school among other things. In the management of school plants, the PTA is expected to contribute to the maintenance of school buildings, equipping of libraries with books, provision of office equipment and stationeries, and provision of other range of school's facilities.

1.2 statement of the problem

The parent teacher association is one of the school supportive structures which are organized at school level to further strengthen the relationship between parents and teachers. USAID School Leadership training manual, (2008:22) clearly summarizes that the rule of parent teacher association (PTA) enables to actively participate in the teaching learning process and jointly seek remedial solution to the problem encountered. Likewise, it enables teachers to take part in other co-curricular activities apart from teaching. The consolidation of this association would have a significant contribution to the enhancement of the quality and the provision of education. This indicates that Parent Teacher Association (PTA) plays a very important role in the academic and administrative activities of the school. It serves as a bridge to connect the school and the community and facilitate community participation in school affairs.

According to the SNNP Regional Education Bureau, (1994 E .C.) " the PTA is accountable to parent teacher council. Its terms of office would be three years however, the council can appoint or remove its members at any time as per the situation. Due to this rule, the structure of PTA rearranged itself every three years by selecting new members. The structure of PTA has been functional at Wolkite town specifically at Melke Tsedik Private Primary School from 1994-2002 E.C. During this time, the PTA was discharging its duties and responsibilities effectively and it improved the school by accomplishing many things. However, after 2002 E.C. the movement of parent teacher association (PTA) has been declined. All members of PTA have not discharged their duties and responsibilities' , the structure of PTA has not been well functional too. Because all members of PTA were not attending regular meet to make decision on the school issues. They have not been willing to solve the problem encountered among the teachers and students and other related school issues. PTA has not played a decisive role for the establishment of good relationship between parents and schools, because of this, the school could not get appropriate supports.

Furthermore, PTA has not facilitated community participation and PTA members have not taken the responsibility to participate in decision making and problem solving process of the school. This shows that the members of PTA have not developed a sense of partnership of the school.

Because of the above PTA's weakness, the school has faced many challenges. Some of this are: lack of community support to the school, the interruption of the relationship between school and community, the school runs its work alone without PTA's supports. Because of the school is unable to address quality education for the society there has been; high dropout and repetition rate of students and, worsening

behavioral problem of students and shortage of educational materials and others have become sever problems of the school. If this problem continues for long time without giving remedial solution, it may affect directly the students who learn at school.

The students may not get appropriate knowledge, skill and ethics; Because of this, they cannot be competing with others and World. The problem may also bring a negative impact on the local community and country' s economy. In addition to this, it affects the effort of the government and stake -holders to provide quality education for all.

Consequently, the main agenda of this study were targeted to examine the problems that affects' PTA members (why they have not discharged their duties and responsibilities effectively). Beside to this, it was intended to forward possible solution for the problem so as to alleviate the existing problem of PTA. In addition to this the study was try to fill the existed problems through descriptive survey method so as to tackle the problems that were faced schools those related with parent teacher association to enhance quality education within the study area school and as the whole countries' schools.

1.3 Research questions

This study was intended to answer the following basic questions:

1. What is the cause of the problems that hinder PTA members to discharge their duties and responsibilities in Melke Tsedik primary school of Wolkite town?

2. To what extent does the school motivate PTA in discharging its duties and responsibilities in Melke Tsedik primary school of Wolkite town?

3. Do the PTA members have sense of school partnership to support Melke Tsedik primary school of Wolkite town?

4. What mechanism or approaches should be used to motivate PTA members to discharge their duties and responsibilities in Melke Tsedik primary school of Wolkite town?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this study was to investigate the actual practice of PTA in discharging its duties and responsibilities.

1.4.2 Specific Objective of the Study

The specific objectives this study were driven the following:

1. To identify the main cause of the problems that associated with PTA in Melke Tsedik primary school of Wolkite town;

2. To find out the possible solution of the problem that related with PTA in Melke Tsedik primary school of Wolkite town;

3. To encourage the PTA members to discharge their duties and responsibilities;

4. To increase the effectiveness of PTA in supporting the school;.

1.5 significance of the studyl

This study was have the following advantages or significance:

- PTA members was have awareness of their strong and weak parts in discharging their duties and responsibility so that they may strive to improve themselves for the next three years.
- Educational institution (Wolkite town education office and schools) can use the final results/finding of the study, so that they can take correct measures that will use to improve PTA performance.
- It may help other researchers as a springboard to conduct further research.

Further, the study may help the regional bureau so as to improve more with PTA.

1.6 Delimitation

This study focused on identifying the factors that affect the practice of PTA in discharging its duties and Responsibilities at Melke Tsedik primary school of Wolkite town, SNNP Region, in 2015 E.C. It was mainly delimited to the PTA members and some selected school leaders. Of course, Melke Tsedik Private Primary School is not exceptional from any other SNNP Region Primary schools. However, the researcher has delimited the study in this area and the target population due to the following reasons: first, the researcher personally present there and directly has, to some extent, observed the real problems that are encountered. Secondly, the researcher has a limited capacity with respect to time and resource to cover wide area. Therefore, the researcher has delimitated both in accordance of depth and scope into simple manageable size with descriptive survey method research design.

1.7 limitation of the study

The researcher faced the following problems while conducting the research**.** There was shortage of reference books in the study area, Time constraints and getting information was limited due to interviewees unwillingness. These might have a negative impact for quality of the research. But it didn' t prevent the researcher to come to the end.

1.8 Definition of Key Terms

1. **Parent-Teacher Association**: an organization of local group of teachers and the parents of pupils that works for improvement of the school and the benefits of the pupils (Abdulahi shi: 1996)

2. **Duties**: moral or legal obligation to perform an act or task without obligatory feeling **(m.business dictionary. com)**

3. Responsibilities = a duty or obligation to satisfactorily perform complete task assigned by someone or created (*online etymology dictionary: 2012*)

4. **Training**: is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts rules or changing of attitudes and behaviors to enhance the performance of employees *(Wikipedia, the free encyclopedia: 2012*)

5. **Motivation**: the process that imitates guides, and maintain goal oriented behavior (*kendera: 2008*)

6. **Orientation**: the process through which a new employee introduce to the job and the organization. Dictionary © Random House, ince 2011)

1.9. Organization of the Study

The organization has five chapters. The first chapter deals with statement of the problem, introduction, general and specific objective, significant of the study, research question, research delimitation. The second chapter deals with the review of related literature based on parent teacher association. The third chapter deals with research methodology, procedure, target population, sampling techniques and size, data gathering tool. The fourth chapter deals with data analysis and interpretation.

Finally, the fifth chapter concerned with summary, conclusion and recommendation were treated.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1. The concept of PTA

Parent teacher Association is a democratic organization which attempts to bring parents and teachers together in the interest of the child Ajayi, (2009in CCSE, 2012,p.16). It is a formal link of communication on school matters between the teachers and parents. According to Oniyangi (2008 in CCSE, 2012, p.16).The meeting of this body serves as a forum for the exchange of ideas between teachers and parents about school programmers towards the smooth running of the school and the achievements of the goals of the school.

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Other is PTA is active in raising the awareness of general community on the benefit of education and in encourage parents to send their children so as to increase access and reduce dropout. The school PTA is also accountable to the Parent Teacher Conference. The PTA is not only concerned with fund raising, but is also involved in the open day, special events, and as a board for development. The main aim of PTA is to provide the school with those items not normally provided by the government and foster more extended relationship between home and school.

2.2. The Purpose of PTA

To promote connections and communications between parents and school and to establish a partnership between them, to promote the development in academic performance and the physical and mental health of children through close home-school co-operation, to develop the potential of parents and to strengthen their relationship with their children through planning and conducting a variety of developmental and recreational activities. to help parents to better understand their children's needs and to arouse their

interest and involvement in youth policy through parent education, to provide a channel for both parents and the school to exchange opinions concerning school policies for promoting the development of the school and to elect parent managers to the incorporated Management Committee to work together with the other school managers in the management of the school. Lin (2010 in Ijaz Ahmad Tatlah et al., 2011) Consequently, the PTA is expected to contribute to the management of school plant, fund raising and raising the moral tone of the school among other things. In the management of school plants, the PTA is expected to contribute to the maintenance of school buildings, equipping of libraries with books, provision of office equipment and stationeries, and provision of other range of school's facilities.

2.3. Roles of PTA

PTA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role of varies from one country to another, state to state and district to district. Silver (1993 cited in G/Michael, 2006:14) defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task accomplishment. Similarly it is also a means of defining duties among group members. Parent Teacher Association (PTA) is a powerful organization affiliated with many schools across the country. It plays an integral role in how schools function. As local and national organization of parent and teachers working together to improve the quality of education in a grass root level, involving parents in class room decision, promoting communication in a grass root level, involving parents in class room decision, promoting communication, events and fund raisers and even lobbying state and national legislatures on behalf of their students is very important. Nwakwo (1982) found out that the task of school administration include planning and policy making, provision and maintenance of fund facilities, improvement of instructional programmes and maintenance of school-community relationship. Some researchers have submitted in their various studies that the PTA has however been performing in some of these areas as seen here under:

2.3.1 PTA for Fundraising

PTAs help raise much-needed money by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy material of teaching learning process like books and so on. Owauamanam (1991) wrote that most communities make financial contributions through the PTA levy and personal donations for the support of the schools in the communities. The author also submitted that communities participate in school administration by electing their members to the Board of Governors.

Most PTAs raise money through event. The money generated by these used to buy educational materials to promote educational opportunities. Besides, Abdullahi (1996) also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools. By the school governance weakness, sometimes, PTA's are not strong in generating money from different direction.

2.3.2 PTA for communication

Parental support is critical factor in the success of the school and the cooperation between teachers and parents to enhance the pupil's performance. Effective parent teacher communication, parent teacher relationships are essential elements in a student's development. When the teachers want to know a lot about students it's good knowing their parents because parents are a child's first teacher, know a lot about their child. Consequently along with their teachers play the largest and most important roles in their education. Abdullahi (1996) also posited that the PTA enhance understanding and good rapport between the teachers and parents; lobby government for support in the schools; and curtail crises that often arise in the schools. In other dimension, Oniyangi in Alongue & Ekundayo (2012:17) agreed that the PTA assists in improving the enrolment of the schools in their communities; help in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Oniyangi in Alongue & Ekundayo (2012) also agreed that the PTA helps in sensitization and mobilization of parents on enrolment attendance and retention of their children or wards in schools

.

2.3.3 PTA for academic events

Parent-teacher association (PTA) plays an integral role in how schools function for academic events. PTA organize, promote and host such event, PTA also organize students and serves as chaperones for academic competition. It also involved in helping to choose the direct academic curriculum and textbooks. Here, parents input are essential in such decisions and the PTA serves as the liaison between parents and the administration.

2.3.4 PTA for social event

Social events provide an environment in which to promote learning. Other is social events promote learning by teaching students and other to work together in teams to meet shared goals.

These and other roles suggest that the PTA has been participating on matters affecting education. Therefore the roles of the PTA must be strengthened in order to enhance better community participation in the schools.

2.3.5 PTA for procedures

For different school organization and coordination of complex works, PTAs assist develop procedures and protocols together with teachers and parents. When children being given to school and taken up from school, protocols and procedures manage how teachers, parents and students are doing it. To get comfortable and free place from danger for children to get out from and get in to the school compound, teachers and parents work together in the PTA.

2.4 Importance of PTA

PTA has importance in the education system. For the welfare of students, PTA support in order to facilitate proper functioning of schools. It plays a significant role in school of all countries; although they carry differ from country to country as their powers also differ between countries. PTA can become building block of a child overall development. It promotes organized monitoring of the child's activities at school and at home, which may otherwise get neglected. With the percentage of working PTA for the betterment of Child's learning. (Jenberu, 2011). In addition to this, Alongue & Ekundayo (2012:16) wrote that PTA fosters mutual understanding, harmonious relationship and cooperation among parents, guardians, sponsors, and teachers in the fulfillment of the common goals of the school as well as ensures a suitable, uniform and high standard of discipline both at home and at school among others.

2.4.1 Why do we need a PTA?

It is actually a two-way process. Just as the parents would wish to know whether the school management and teachers are doing a good job, the teacher themselves would like to know more about the interests, aptitudes and social backgrounds of the students. This helps them to understand their students better and cater to their needs efficiently. The Parent Teacher Association not only helps create an amiable atmosphere for education. It in the long run endeavors to churn out children who are mentally and physically adept their respective fields. Many parents tend to think that their responsibility stops with admission of their children in school and expect the rest to be followed up by the school authorities. With a PTA the parents realize what goes into the working of a school, the problems faced by it and how they can be overcome with a little co-operation and participation by parents. The Parent Teacher Association indirectly or directly helps improve the life of students not only in school but also at home. The end result would be a united effort to bring into society well educated and socially responsible students.

2.5. PTA related problems in school administration

The effective administration of primary schools could be hampered where the PTA is not performing its roles as expected. A careful examination of the primary school system suggests that there are many problems bedeviling the PTA which have been hindering effective and smooth relationship between the association and the schools (Alongue & Ekundayo, 2012:17). Some of these are examined as follows:

2.5.1 Inadequate funding:

Inadequate funding is a major problem facing the educational institutions from the primary level to the university level. Aghenta in Alongue & Ekundayo (2012:17) remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs(Adepoju, in Alongue & Ekundayo, 2012:17). The author further argued that with little supply of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish. However, Ajayi (1999) observed that the major problem that compounds schools' financial inadequacy is irregular payment of school fees and PTA levy; and inadequate financial support of the PTA. It is believed that money generated through this would help complement governments' effort in the provision of for primary schools.

2.5.2 Inadequate facilities

The challenges of physical and instructional facilities seem to hinder effective performance of the schools (Adedeji, in alongue & Ekundayo 2012:17). Effective running of schools to achieve pre-determined goals can hardly be without sufficient facilities to aid teaching and learning. Alongue & Ekundayo, (2012:17) meanwhile, the state of inadequacy of facilities in most primary schools is manifestation of poor funding of the system.

2.5.3 Lack of cooperation between the school authority and the parents

It has been observed that some school principals do not involve the parents in administration of the schools for the fear of being criticized. Fehrman, Keith and Reiners in Alongue & Ekundayo (2012:17) argued that most parents would like to play a more active role in their students' progress in schools and decision making about school programmers but school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance. The non-involvement of parents in school governance, most often than not, results in lack of cooperation between the school and the parents which invariably limits the extent to which the schools can perform.

2.5.4 Poor supervision of schools

According to Abiodun-Oyebanji in Alongue & Ekundayo (2012:18) schools are not well supervised by the agents involved. Ayaodele in Alongue & Ekundayo (2012:18) categorized the supervisors of schools into: (i) internal supervisors-the within-the school supervisors such as principals, vice-principals and heads of departments; (ii) external supervisors-the outside-the school supervisors in which the PTA is part. The primary responsibility of the supervisors is to see that schools are run in accordance with the laid down regulations.. The negligence of this area of responsibility seems to hinder effective teaching-learning activities in the primary schools.

2.6 PTA in Ethiopia

Traditionally the church and the mosque were the institutions that provided educations long before the introduction of modern education into Ethiopia (Muhidin, 2010:1). Modern education brings advantages to the country from early 20th century onwards. Now a day's PTA is part of this modern education and performing its role in all schools to offer student the best environment possible for academic success. Before two decades ago, PTA mostly focused on administration issues rather than teaching and learning process and the organization of the association could not strengthen the relationship between the society and the school. In order to solve this problem, Jenberu (2011:45) suggested PTA must be incorporated in the

organization and management system at school level to strength the horizontal relationship that exists between school and community. PTA is one of community representative which is established by MoE with a legal procedure to strengthen school community collaboration (Jenberu, 2011:45). There are different duties and responsibilities for PTA to properly manage schools. One of it is preparation of its own plan of action and gets them approved by parents teachers conference at the beginning of the academic year and submit to school principals and follow its implementation and report its performance at the middle and end of year.

In the study in southern part of Ethiopia, Morgan (2006) wrote PTAs have the power to help evaluate teachers and even play a role in their dismissal if they fail to perform. This indicates that PTA has power in performing its role. The same author added that most PTA members and many parents and students were confident in attending teacher conferences, and monitoring children's studies and school attendance effectively. In addition, it appears that parents on the PTA are more active in school management and wield greater decision-making power than parents who are not on the PTA. This is logical, given their mandate to represent the larger community. However, reports indicated that school-community collaboration occasionally begins and ends with the parent PTA officers who do not regularly consult with other parents and community members. (Morgan, 2006) We have to note that in collaboration with parents, teachers and students, PTA can have a particular impact on different issues. Girls' enrollment and regular attendance can be simple example. The collaborations can ensure greater safety traveling to and from school, which has been a problem in some Ethiopian areas prone to abduction of girls for marriage. But in another direction PTA is not interested in classroom interaction. Morgan (2006:354) strengthens this that "The PTA need not be involved in the classroom that's what the teachers and department heads are for."

2.7. Duties and Responsibilities of the Parent Teacher Association (PTA)

PTA members have to meet on a regular basis-be it monthly, bi-monthly, or quarterly-to discus and bring fore that may go unnoticed for effective performance. The PTA's have also the responsibility to design the time and place of their meeting to suit the convenience of its members. Although notifying PTA members about the purpose, time and place of meetings including the agendas of the meeting is the responsibilities of the school principal. PTA members have also the responsibilities to decide in advance the time and place of meetings (Fullan 2001). Besides, MoE (1994) stated that PTA members are assumed to exercise their responsibilities by drawing plans and getting them approved. They prepare relevant plan of action and submit it to the principal for approval. The PTA members follow up the tasks and give comments on the accomplishment of the school annual plan of action. They also plan and devise mechanisms to equip student

with good ethical values. The PTA as representative of the community, who contribute, in the management of the school, has to conduct meetings in order to carry out its responsibilities.

Generally duties and responsibilities of PTA:

➢ Make sure that the program of the school are properly implemented according to the schedule; provide the necessary support to the implementations of the program;

➢ Advice and reprimand students with disciplinary problems, punish those students who could not desist from their wrong doings", and submit dismissal proposal to the director. Follow up the implementation of the decision,

➢ Parents" representatives in the PTA, conduct teachers" performance evaluation,

➢ In consultation with director, give incentives to teachers and other staff members with an exemplary performance,

➢ Mobilize community and raise fund,

➢ Organize parents" day once or twice in a year,

➢ Equip students with good ethical values,

➢ Encourage students not to disrupt their education and sees solution along with parents to students who had already quit class,

➢ Ensure that teachers and the school directors are properly executive their teaching, and managing responsibilities,

➢ Advise and correct those teachers who failed to discharge their duties properly;

➢ Refer to the director those teachers who could not be corrected through advice along with a punishment proposal,

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of the study area.

Wolkite Town is one of the antiques cities in Ethiopia which is over 100 years old. Geographically the town is located 150km away from Addis Ababa. Wolkite is the town administration of gurage zone in SNNP region. Around 15 Primary schools in Wolkite Town, Melke Tsedik private primary school is one of the school found in wolkite Town.

3.2. Research Design

As the main objective of this study was to identify the factors that deter PTA members from discharging their duties and responsibilities, and to identity the root cause of the problem, the appropriate methodology chosen was the descriptive survey method. The rational for the selection of researcher descriptive survey method were following reasons. Firstly, survey method is always more applicable in most research fields like social sciences than experimental research. Secondly, the nature of the research itself needs wide range of data which can be gained through questionnaire, interview, and focus group discussion Danle, (2004: 44): argues that descriptive survey research is more appropriate according to the following reasons: It is easier to generalize finding to the real world setting; It is efficient in terms of gathering large amount of data; It is also easy to guarantee respondents‟ anonymity, especially with pencil and paper.

3.3. RESEARCH METHOD

The method which was employed both quantitative and qualitative techniques are more emphasizes on quantitative one. Current approach in which the researcher contains quantitative and qualitative data in order to provide comprehensive analysis of the problem. The reason behind to use those approach is the quantitative approach helps to collect numerical data from a large number of populations by using data collection instruments of presented questions and responses. The qualitative approach helps to collecting data based on the words from small number of individuals, so that the participant’ s point of view are

obtained. The major purpose of this study was to assess the practices of parent -teacher association its duties and responsibilities of Melke Tsedik primary school in Wolkite town.

3.4. Source of Data

The source of data was employed both primary and secondary sources of data.

3.4.1. Primary source of data

The researcher was used both quantitative and qualitative sources of data from first-hand source. The quantitative primary data was gathered from teachers and students through questionnaires. In addition, the qualitative primary data was collected, using interviews from PTA's..

3.4.2 .Secondary source of data

Secondary source of data, the researcher extract information which guide towards completion of the study, in that aspect many publications which detail conflict causes and its management are read and take as literature review and some of them was made references of the study, the secondary data was collected from published and unpublished materials, internet, books, documents etc.

3.5 Target Population

According to the SNNP Regional Government Education Bureau, there are (7) seven members of Parent Teacher Association (PTA) at the school level under the study. Besides this, there are thirty-two (32) teachers and four hundred one (401) students. Totally, there are four- hundred forty (440) target populations in the school.

3.6. Sample Size

The researcher has taken the sample size from the population who inhabit in the target residence (at Melke Tsedik Primary School).The sample size incorporated PTA members, students and teachers. The detail is presenting in the preceding section one by one. PTA members, there are seven members of PTA as the school level; from these total members the researcher has taken the whole population as a sample. The reason why the researcher confined the whole population is that the number of the population can be easily managed by him as; the participants' voluntariness has been confirmed. Teachers**,** out of thirty-two (32) teachers, ten (10) or 31% them where taken in order to get sufficient information. Students out of Four hundred one (401) students, sixty (60) or 15% them where taken in order to get necessary information.

3.7 Sampling Technique

Mainly, two decisive sampling techniques were used in this study. The former is that purposive sampling and the later one is simple-random sampling for the targeted/ sample population. It attempted to illustrate one by one with persuasive reason in the next section.

Purposive sampling, this technique was utilized for selecting the sample from PTA members. The reason why the researcher focused on this: firstly, the total number of pupation is not beyond his capacity in line with resources, manpower and time due to their limited number. Secondly, the technique is free from personal bias and it might avoid ethical problems. As Yalllew, E. (2004:132) argues that even thought, purposive sampling method is determined by the researcher accordance with the purpose of his study, it always gives width and depth information from the targeted sources. Simple Random Sampling**,** by carrying out this technique, the researcher assigned representative from the students' and teachers population. In view of this, „N‟ and „n‟were incorporated in order to utilize the implementation. In nutshell, "N" stands for number of population whereas "n" stands for the sample/ representative. Subsequently, to illuminate this,Wiley, J & Sons, (2004:27) state „‟If we have a population of N items from which a sample of n is to be drawn and we choose the n items in such a way that every combination of n items has an equally likely chance of being chosen, then this is called a simple random sample.

No.	respondents	population size		sample size		Sample techniques
		NR	%	NR	%	
1	PTA's	7	100	7	100	purposive
2	Teachers	32	100	10	31	simple random
3	Students	401	100	60	15	simple random

3.8. Data collection Instruments /Tools

The researcher employed the following tools so as to gather relevant information (data)

3.8.1. Questionnaire: The questionnaire would be prepare in the form of both open and closed ended question which helps the researcher to gain unlimited use full information from the respondents. Concerning with the participants‟ educational background, the questionnaire was translated into the target language of them (Amharic Language). Because the researcher has a great assumption of which this exactly alleviate the barriers of communication in line with the participants‟ limited capacity of English language proficiency. The variant feature of the questionnaire is its validity and reliability, so attention was given for these issues by fulfilling certain criteria. The questionnaire was prepared carefully then after delivered to well experience persons in order to evaluate its appropriateness and quality related to ambiguity and clarity. The second phase is the questioner was distributed to the respondents by the researcher of actual presence in their residence.

3.8.2. Interview: According to different scholars interviews are various types and used in various situations (both qualitative and quantitative research). For instance, as to Gay and Airsian (2000); Kumar (1996); Nunan (1992) and Leornard (2003), interviews vary in number of ways. They may be unstructured, semi-structured or structured. Nevertheless, having various types of interview, the researcher has selected the semi-structured one. Therefore, data gathering techniques were prepared in the form of semi-structured question to be answered by some selected PTA members and school leaders to get detail information about the problem.

3.8.**3**.**Focus group discussion:** This techniques also was used to gain valuable information from deep discussion of some selected PTA members and school leaders so as to cross cheek the results of questionnaire and interview weather they gathered data (information) are related with each other or not.

3.9. Data Collection Procedure

The researchers was taken a letter from the Department which permitting him to go to the field and was made appointments with principals of the sample schools to notify and request for permission to carry out the study in their schools and arrange for the dates for data collection. The researchers was administer the instruments to the respondents who were given sufficient time to respond to the questions. This is to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items which prove difficult.

3.10. Data Analysis

The data was collected by using the above techniques and after gathering, data was analyzed by using tabular information and percentage. In doing so, the statistics was computed with Microsoft Office Excel 2007 that equipped the researcher form technical errors.

3.11. Ethical Consideration

The researcher was obtaining permission from Wolkite University, college of education and behavioral science , Department of Educational planning and Management. In addition, the researcher was applied ethics of researchers to conduct ethical research. Because, ethics important aspects of good researcher. The researcher was respect freedom to participation and adhered to research principles pertaining to privacy and confidentiality. The researcher was respected the respondents and ask the free consent of them for participating in the study. And also was tried to listen all the ideas, perception and assumption of the respondents in a careful way and patiently without boring until they finish their idea. In general, the researcher was applied all the principles of the research which are expected from a good research.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with many variables such as characteristics of respondents, analysis and interpretation of data that gathered through questionnaire and interview from PTAs, teachers and students on the practice of parent teacher association in discharging its duties and responsibilities at Melke tsedik private primary school of wolkite town administration.

4.1 GENERAL CHARACTERISTICS OF RESPONDENTS

The following table describes the characteristics of respondents of the targeted population give some basic information about the sample population involved in the study.

Table 1: General Characteristics of Respondents

no	Character	PTA members				Teachers				Students				Total			
		M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
1.	sex	7	-	7		6	4	10		24	36	60		37	40	77	
2.	age 12-18									24	36	60		24	36	60	
	19-25					4	4	8						4	4	8	
	26-32					2	-	2						2	-	2	
	33-39													-	-	-	
	40-46	4	-	4										4	-	4	
	47†	3	-	3										3	-	3	
3.	service 2-4	7	-	7										7	-	7	
	5-7					1	1	2						1	1	2	
	8-10					3	2	5						4	2	5	

	11ᵗʰ					2	1	3						2	1	3	
4.	edu. lev G.7-8	7	-	7						24	36	60		31	36	67	
	G.9-12													-	-	-	
	certificate					1	-	1						1	-	1	
	diploma					5	3	8						5	3	8	
	degree					-	1							-	1	1	

4.2 RESULT OF PTA MEMBERS, TEACHERS AND STUDENTS' QUESTIONNAIRE

This section deals with the analysis and interpretation of the data obtained from each of PTA member, teacher and student and analyzed one by one based on the following basic themes which are related with the research questions.

1. The Assignment of PTAs member and their duties

2. The major roles and responsibilities of PTA

3. Factors that affects PTA members in discharging their duties and responsibilities

4. Types of treatment to reduce the problem

5. The mechanism used to motivate PTA members

Table 2. Perception of respondents on establishment of PTA

NO	Item	**Opinions**	Respondents					
			Teachers		Students		Total	
			NR	%	NR	%	NR	%
1	Has PTA been established according to the guide line in you school?	Yes	9	90	51	85	60	86
		No	1	10	9	15	10	14
2	Do you know PTA‟s duties and responsibilities?	Yes	5	50	21	35	26	37
		No	5	50	39	65	44	63

As indicated in the above table, item1,9(90%)of teachers and 51 (85%) of students ,totally 60(86%) respondents were clearly stated that PTA has been established according to the guideline, whereas 1(10%)of teacher 9 (15%) of students ,totally 10(14%) of the respondents were responded that PTA was not established as the normal states. From this, we can conclude that most of the respondents have the information about the establishments of PTA at their school. In the same table, 5(50%) of teachers and 21(35%) of students, totally,26(37%) of the respondents said that they know the duties and responsibilities. In contrast, 5(50%) of teachers and 39 (65%) of students ,totally 44(63%) of the participants confirmed that they did not know PTA‟s duties and responsibilities. From this analysis, one can infer that the majority of respondents did not know what PTA did at the school level and what responsibilities have the PTA members to manage and lead the school. This indicates that it may not be expected that the PTA members committed their roles unless they know their duties and responsibilities clearly.

Table 3: major roles and responsibilities of PTA

Q.3. Has PTA discharged the following major roles at your school?

no	item	option	respondant					
			teachers		students		total	
			NR	%	NR	%	NR	%
	Mobilizes the community and	SA	-	-	16	26.7	16	22.9
		A	3	30	24	40	27	38.6

a	raises fund	DA	6	60	5	8.3	11	15.7
		U	-	-	10	16.7	10	14.3
		SD	1	10	5	8.3	6	8.6
b	Strengthen the relationship of parents and school	SA	-	-	8	13.3	8	11.4
		A	2	20	16	26.7	18	25.7
		DA	4	40	31	51.7	35	50
		U	2	20	2	3.3	4	5.7
		SD	2	20	3	5	5	7.1
c	Manages and administrates school fiancé.	SA	1	10	4	7	5	7
		A	3	30	20	33	23	33
		DA	5	50	30	50	35	50
		U	1	10	2	3	3	4
		SD	-	-	3	5	3	4
d	Returns back dropout students	SA	1	10	3	5	4	6
		A	4	40	24	40	28	40
		DA	4	40	30	50	34	49
		U	-	-	1	2	1	1
		SD	1	10	2	3	3	4
e	Monitoring the teaching learning process	SA	-	-	3	5	3	4
		A	4	40	21	35	25	36
		DA	5	50	33	55	38	54
		U	-	-	1	2	1	1
		SD	1	10	2	3	3	4
	Prepares and implements the	SA	1	10	2	3	3	
		A	3	30	10	17	13	19

f	school annual plan	DA	5	50	40	67	45	64
		U	1	10	3	5	4	6
		SD	-	-	5	8	5	7
g	Working on teachers and students discipline	SA	1	10	4	7	5	7
		A	3	30	14	23	17	24
		DA	5	50	34	57	39	56
		U	-	-	3	5	3	4
		DD	1	10	5	8	6	9
h	Giving solution for the problems encounter	SA	-	-	5	8	5	7
		A	3	30	15	25	18	26
		DA	5	50	33	55	38	54
		U	1	10	3	5	4	6
		SD	1	10	4	7	5	7
i	Conduct teachers' performance evolution.	SA	2	20	5	8	7	10
		A	2	20	19	32	21	30
		DA	4	40	26	43	30	43
		U	1	10	3	5	4	6
		SD	1	10	7	12	8	11
j	Evaluate the implementation of school plan	SA	-	-	3	5	3	4
		A	3	30	12	20	15	21
		DA	5	50	40	67	45	64
		U	1	10	2	3	3	4
		SD	1	10	3	5	4	6
2.	Do you think that PTA members properly discharge their duties	yes	-	0	14	23	14	20
		no	10	100	46	77	56	80

	andresponsibilities?							

NOTE: - SA (strong agree), A(agree), DA(disagree),U(undecided/neutral),SD(Strong disagree).

As clearly demonstrated in table 3, shows the extent in which PTA's commitment and efforts to discharge major roles at school level. Regarding item "a", 0(0%) of teachers, 16(26.7%) of students and totally 16(22.9%) of respondents of them says strongly agree; 3(30%) of teachers, 24(40%) of students and totally 27(38.6%) of respondents of them says agree; 6(60%) of teachers, 5(8.3%) of students and totally 11(15.7%) of respondents of them says disagre; 0(0%) of teachers, 10(16.7%) of students and totally 10(14.7%) of respondents of them says undecided; 1 (10%) of teachers, 5(8.3%) of students and totally 6(8.6%) of respondents of them says strong disagree about the mobility community and raised funds. Concerning item "b" 0(0%) of teachers, 8(13.3%) of students of them says strongly agree ; 2(20%) of teachers, 16(26.7%) of students of them says agree ; 4(40%) of teachers, 31(51.7%) of students, of them says disagree; 2(20%) of teachers, 2(3.3%) of students of them says undecided ; 2(20%) of teachers, 3(5%) of students of them says strong disagree about the strengthen the relationship of parents and the school. In item "c", 1(10%) of teachers and 4(7%) of students of them says strong agree, 5(100%) of teachers and 20(33%) of students of them says agree, 5(50%) of teachers and 30(50%) of students of them says disagree, 1(10%) of teachers and 2(3%) of students of them says undecided and 0(0%) of teachers and 3(5%) of students of them says strong disagree about the Manages and administrates school ftiancé. Item "d" 1(10%) of teachers and 3(5%) of students of them says strong agree, 4(40%) of teachers and 24(40%) of students of them says agree, 1(2%) of students of them says undecided and 1(10%) of teachers and 2(3%) of students of them says strong disagree about returns back dropout students. Item "e" 3(5%) of students of them says strong agree, 4(40%) of teachers and 21(35%) of students of them says agree, 5(50%) of teachers and 33(55%) of students of them says disagree, 1(2%) of students of them says undecided and 1(10%) of teachers and 2(3%) of students of them says strong disagree about the Monitoring the teaching learning process. Item "f" 1(10%) of teachers and 2(3%) of students of them says strong agree, 3(30%) of teachers and 10(17%) of students of them says agree, 5(50%) of teachers and 40(67%) of students of them says disagree, 1(10%) of teachers and 3(5%) of students of them says undecided and 5(8%) of students of them says strong disagree about the prepares and implements the school annual plan. Item "g" 1(10%) of teachers and 4(7%) of students of them says strong agree, 3(30%) of teachers and 14(23%) of students of them says agree, 5(50%) of teachers and 34(57%) of students of them says disagree, 3(5%) of students of them says undecided and 1(10%) of teachers and 5(8%) of students of the says strong disagree about the Working on

teachers and students discipline. Item "h", 5(8%) of students of them says strong agree,3(30%) of teachers and 15(25%) of students of them says agree, 5(50%) of teachers and 33(55%) of students of them says disagree, 1(10%) of teachers and 3(5%) of students of them says undecided, and 1(10%) of teachers and 4(7%) of students of them says strong disagree about the Giving solution for the problems encountered. Item "i",2(20%) of teachers and 5(8%) of students of them says strong agree, 2(20%) of teachers and 19(32%) of students of them says agree, 4(40%) of teachers and 26(43%) of students of them says disagree, 1(10%) of teachers and 3(5%) of students of them says undecided and 1(10%) of teachers and 4(7%) of students of them says strong disagree about the conduct teachers' performance evolution. Item "j", 3(5%) of students of them says strong agree, 3(30%) of teachers and 12(20%) of students of them says agree, 5(50%) of teachers and 40 of students of them says disagree, 1(10%) of teachers and 2(3%) of students of them says undecided and 1(10%) of teachers and 3(5%) of students of them says strong disagree about the Evaluate the implementation of school plan. Form the analysis; we can summarize that when we compared the actual practice with the given mission and the outcome. PTA has not discharged their duties and responsibilities as the school level effectively. The above ten decisive roles are the essence of duties and it is also the day to day activity of PTA. This implies that the structure of PTA was malfunctioned.

Table 4: fators that affect PTA members.

Are the following factors affect PTA members to discharge their major roles?

NO	Item	Options	Respondents							
			PTA		Teachers		Students		Total	
			NR	%	NR	%	NR	%	NR	%
A	Lack of knowledge and awareness	yes	5	71	9	90	48	80	62	80
		No	2	29	1	10	12	20	15	20
B	Not being able to get training and budget	Yes	4	57	7	70	45	75	56	74
		No	3	43	3	30	15	25	21	28
C	Shortage of ample time	Yes	4	57	9	90	48	80	61	79
		No	3	43	1	10	12	20	16	21
D	Unable to engage to design the school plan	Yes	5	71	6	60	36	6o	47	61
		No	2	29	4	40	24	40	30	39
E	Lack of commitment and willingness	Yes	3	43	6	60	45	75	54	70
		No	4	57	4	40	15	25	23	30
F	Have not skill and experience	yes	5	71	9	90	48	80	62	80
		No	2	29	1	10	12	20	15	20
G	Lack of acceptance in the community	Yes	1	14	8	80	39	65	48	62
		No	6	86	2	20	31	35	29	38
H	All can be the answer	Yes	5	71	6	60	33	55	48	62
		No	2	29	4	40	27	45	29	38

As displayed in the above table the researcher asked the participants to show which factors are affect the PTA members in discharging their duties and responsibilities; concerning item A,and F,5(71%) of PTA members, 9(90%)of teachers and 48(80%) of the students respondents agreed that factors such as lack of knowledge, lack skill and experience were affected PTA members not discharged their major roles. Meanwhile, item B, 4(57%) of PTA members,7(70%) of teachers and 45(75%) of the students respondents believe that lack of training and budget shortage of ample time respectively were the main factors that

affected PTA‟S achievement . Regarding item C. 4(57%)) of PTA members,9(90%) of teachers and 48(80%) students, totally 57(72%) of the respondents agreed that shortage of ample time was the factors that affect PTA‟s duties. On the other hand item D,5(71%) of PTA members 6(60%) of the teachers and 36(60%) of the student respondents responded that factors such as, un able to engage to design the school plan was PTAS duties ,while item E,3(43%) of PTA members ,6(60%) of teachers respondents agreed that lack of commitments and willingness were the barriers for PTA members. Beside to this, item G 1(14%), 8(80%) and 39(65%) of PTA members, teachers, and students respectively agreed that lack of acceptance in the community was one factor for the weakness of PTA. From this analysis one can conclude that factors in line with Knowledge and awareness, pivotal training, time and budget allocated, impartial commitment and willingness, acceptance in the community, skills and experiences and harmonious cooperation were the problems. Due to the presence of the above barriers, the PTA members have not discharged their roles and responsibilities effectively.

Table5. Types of treatment to reduce the problem

What type of treatment should be employed to eliminate or reduce the serious of the above problems?

no	item	option	Respondent					
			teachers		students		total	
			NR	%	NR	%	NR	%
a	Giving capacity building training	SA	2	20	10	16.7	12	17
		A	5	50	40	66.7	45	64
		DA	2	20	7	11.7	9	13
		U	1	10	1	1.6	2	3
		SD	-	-	2	3.3	2	3
6 b	Promote motivational system	SA	2	20	8	13	10	14.2
		A	4	40	30	50	34	48.6
		DA	2	20	18	30	20	28.6
		U	1	10	1	2	2	2.9

		SD	1	10	3	25	4	5.7
c	Provision of financial and technical support	SA	1	10	5	8.3	6	9
		A	5	50	30	50	35	50
		DA	2	20	20	33.3	22	31
		U	1	10	2	3.3	3	4
		SD	1	10	3	5	4	6
d	Select strong mediators.	SA	2	20	4	7	6	8.5
		A	6	60	40	66	46	65.7
		DA	1	10	12	20	13	18.6
		U	1	10	1	2	2	2.9
		SD	-	0	3	5	3	2.3
e	Plan, act, and evaluate together	SA	1	10	6	10	7	10
		A	4	40	28	46.7	32	45.7
		DA	3	30	20	33.3	23	33
		U	1	10	2	3.3	3	4
		SD	1	10	4	6.7	5	7
f	Build relationship, trust creditability and sense of ownership.	SA	2	20	4	6.7	6	8.6
		A	3	30	25	41.7	28	40
		DA	2	20	25	41.7	27	38.6
		U	2	20	2	3.2	4	5.7
		SD	1	10	4	6.7	5	7.1
g	Assigning and monitoring PTA‟s progresses	SA	1	10	5	8	6	8.6
		A	5	50	35	58	40	57.1
		DA	2	20	16	27	18	25.7
		U	1	10	1	2	2	2.9

		SD	1	10	3	5	4	5.7
h	Scale up its good progress	SA	1	10	4	6.7	5	7
		A	4	40	20	33.3	24	34
		DA	3	30	30	50	33	47
		U	1	10	3	5	4	6
		SD	1	10	3	5	4	6
i	Create smooth relationship with various stakeholders	SA	1	10	3	5	4	6
		A	3	30	28	47	31	44
		DA	3	30	25	42	28	40
		U	2	20	2	3	4	6
		SD	1	10	2	3	3	4

As indicated in the above table item 1' the researcher asked the respondent to show which types of treatment should used to avoid or reduce the factor that affect the PTA in discharging its duties and responsibilities . Item `a` 2(20%) of teachers,10(16%) of students and totally 12(17%) of respondents of them says strong agree, 5(50%) of teachers , 40(66.7%) of students and totally 45(64%) of respondents of them says agree,2(20%) of teachers ,7(11.7%) of students and totally 9(13%) of respondents of them says disagree , 1(10%) of teachers ,1(1.6%) of students and totally 2(3%) of respondents of them says undecided . 2(3.3%) of students and totally 2(3%) of respondents of them says strong disagree about the of respondents of them says strong agree, 4(40%) of teachers, 30(50%) of students and totally 34(48.6%) of respondents of them says agree , 2(20%) of teachers , 18(30%) of students and totally 20(28.6%) of respondents of them says disagree,1(10%) of teachers, 1(2%) of students and totally 2(2.9%) of respondents of them says undecided ,1(10%) of teachers , 3(5%) of students and totally 4(5.7%) of respondents of them says strong disagree about the promote motivational system. Item ' c' 1(10%) of teachers ,5(8.3%) of students and totally 6(9%) of respondents of them says strong agree, 5(50%) of teachers , 30(50%) of students and totally 35(50%) of respondents of them says agree, 2(20%) of teachers , 20(33.3%) of students and totally 22(31%) of respondents of them says disagree, 1(10%) of teachers ,2(2.3%) of students and totally 3(4%) of respondents of them says undecided , 1(10%) of teachers , 3(5%) of students and totally 4(6%) of respondents of them says strong agree about the provision of financial and technical support. Item ' d'

2(20%) of teachers ,4(7%) of students and totally 6(8.5%) of respondents of them says strong agree,6(60%) of teachers ,40(66%) of students and totally 46(65.7%) of respondents of them says agree, 1(10%) of teachers ,12(20%) of students and totally 13(18.6%) of respondents of them says disagree; 1(10%) of teachers,1(2%) of students and totally 2(2.9%) of respondents of them says undecided and 3(5%) of students and totally 3(23%) of respondents of them says strong disagree about the select strong mediators. Item ' e' 1(10%) of teachers,6(10%) of students and totally 7(10%) of respondents of them says strong agree; 4(40%) of teachers,28(46.7%) of students and totally 32(45.7%) of respondents of them says agree; 3(30%) of teachers,20(23.3%) of students and totally 23(33%) of respondents of them says disagree; 1(10%) of teachers,2(2.3%) of students and totally 3(4%) of respondents of them says undecided; 1(10%) of teachers,4(6.7%) of students and totally 5(7%) of respondents of them says strong disagree about the plan act and evaluate together. Item ' f' 2(20%) of teachers,4(6.7%) of students and totally 6(8.6%) of respondents of them says strong agree; 3(30%) of teachers,25(41.7%) of students and totally 27(38.6%) of respondents of them says disagree; 2(20%) of teachers,2(3.2%) of students and totally 4(5.7%) of respondents of them says undecided; 1(10%) of teachers,4(6.7%) of students and totally 5(7.1%) of respondents of them says strong disagree about the build relationship ,trust creditability and sense of ownership. Item ' g' 1(10%) of teachers,5(8%) of students and totally 6(8.6%) of respondents of them says strong agree; 5(50%) of teachers,35(58%) of students and totally 40(57.1%) of respondents of them says agree; 2(20%) of theachers,16(27%) of students and totally 18(25.7) of respondents of them says disagree;1(10%) of teachers,1(2%) of students and totally 2(2.9%) of respondents of them says undecided; 1(10%) of teachers,3(5%) of students and totally 4(5.7%) of respondents of them says strong disagree about the assigning and monitoring PTAs progress. Item ' h' 1(10%) of teachers,4(6.7%) of students and totally 5(7%) of respondents of them says strong agree; 4(40%) of teachers,20(33.3%) of students and totally 24(34%) of respondents of them says agree;3(30%) of teachers,30(50%) of students and totally 33(47%) of respondents of them says disagree; 1(10%) of teachers,1(2%) of students and totally 2(2.9%) of respondents of them says undecided,1(10%) of teachers,3(5%) of students and totally 4(6%) of respondents of them says strong disagree about the scale up its good progress. Item ' I' 1(10%) of teachers, 3(5%) of students and totally 4(6%) of respondents of them says strong agree; 3(30%) of teachers,28(47%) of students and totally 31(44%) of respondents of them says agree; 3(30%) of teachers,25(42%) of students and totally 28(40%) of respondents of them says disagree; 2(20%) of teachers,2(3%) of students and totally 4(6%) of respondents of them says undecided; 1(10%) of teachers, 2(3%) of students and totally 3(4%) of respondents of them says strong disagree about create smooth relationship with various stakeholders. From this discussion we can summarized that giving capacity building training and promoting motivational assistance, provision of

finical and technical support , select strong mediator…etc are important treatment to reduce factors that affect the PTA members to accomplish their duties. Particularly training is the best measure to reduce the factors that affect PTA members, because training enhancing knowledge, build skill and changing attitude of a person. On the other hand promoting motivational assistance is also better mechanism because it helps the PTA members to be more initiated and motivated entirely by self- interest so as to achieve the desires goals. Hence, factors that affect the PTA members to discharge their duties can be eliminated or reduced by incorporating the above treatments which have been already mentioned so far.

Table 6. Possible assistance to empower PTA

NO	Item	Options	Respondents							
			PTA		Teachers		Students		Total	
			NR	%	NR	%	NR	%	NR	%
1.	in your view, have the PTA members received any support from school leader to discharge their duties and responsibilities.	Yes	-	0	3	30	33	55	36	47
		No	7	100	7	70	27	45	41	53
2.	Does PTA get any means of motivation from the school?	Yes	2	29	1	10	25	41	28	36
		No	5	71	9	90	35	59	49	64
3.	If you say "yes" for question No. "2", do you think that the means of the motivation is enough to encourage PTA members to discharge their duties and responsibilities?	Yes	-	0	-	0	6	17	26	15
		No	2	100	1	100	30	83	33	85

The above table displays item1, the researcher asked the participants to know the effort of the school leaders how to supports the PTA. Concerning this question, 3(30%) of the teacher and 33(55%) of students, totally 36(47%) of respondents responded that PTA received support from the school leaders whereas 7(100%) of the PTA members, 7(70%) of teachers and 27(45%) of students totally 41(53%) of the participants

responded that PTA did not received any support. From this analysis we can summarized that the school leaders have responsibilities to build the capacity of PTA members, supporting PTA by giving moral values and materials, providing feasible feedback on their progress. Acknowledging and recognizing for their contribution and their performance etc. However, the school leaders had not performed for the past three years. Due to the lack of support from the school leaders, PTA numbers did not discharged the given duties and responsibilities effectively. In the same table item 2, the researcher asked the participants did the PTA members get any means of motivation from the school,2(29%) of PTA members,1(10%) of teachers and 25(41%) of the students totally 28(36%) of the respondents confirm that PTA got a certain incentives from the school, on the other hand, 5(71%) of PTA members,9(90%) of teachers ,35(59%) of students, totally 49(64%) of the respondents assert that PTA did not get any incentives from the school. We may propose from the analysis, motivated PTA members help the school survive, motivated PTA members more effective in their tasks. However, the school did not provide a means of motivation to motivate them. Because of this problem, PTA members hardly performed their tasks.

In items 3, from the total respondents 6(15%) of the students respondents answered that means of motivation is enough to encourage PTA members. While 2(100%) of PTA members, 1(100%) of the teachers, and 30(83%) of the students, totally, 33(85%) of the participants said that the motivation is not enough, to encourage PTA members to discharge their duties by self-interest. This condition shows that the motivation that is providing for PTA is not enough to satisfy the need of PTA members. Then the school leaders should use different approach to enhance PTA‟s involvement in school affairs.

Table7: Approaches to motivate PTA

are the following approaches motivate PTA members?

no	Item	option	Respondent					
			teachers		students		total	
			NR	%	NR	%	NR	%
a	Incentive and bounce	SA	2	10	5	8	7	10
		A	4	40	39	65	43	61
		DA	2	20	12	20	14	20

		U	1	10	1	2	2	3
		SD	1	10	3	5	4	6
b	Recognition/Acceptance	SA	2	20	4	7	6	9
		A	5	50	30	50	35	50
		DA	2	20	20	33	22	31
		U	1	10	3	5	4	6
		SD	-	0	3	5	3	4
c	Orientation/Training	SA	2	20	5	8.3	7	10
		A	6	60	38	63.3	44	63
		DA	1	10	10	16.7	11	16
		U	1	10	2	3.4	3	4
		SD	-	0	5	8.3	5	7
d	Moral value	SA	2	20	4	6.7	6	9
		S	4	40	25	41.7	29	41
		DA	2	20	25	41.7	27	39
		U	1	10	2	3.2	3	4
		SD	1	10	4	6.7	5	7
e	Giving certificate	SA	1	10	3	5	4	5.7
		A	3	30	29	48	32	45.7
		DA	3	30	24	40	27	38.6
		U	2	20	2	3	4	5.7
		SD	1	10	2	3	3	4.3

The above table is point out which mechanism is used to motivate PTA to commit their duties and responsibilities. According to item ‘ a’ 2(20%) of teachers,5(8%) of students and totally 7(10%) of

respondents of them says strong agree; 4(40%) of teachers,39(65%) of students and totally 43(61%) of respondents of them says agree;2(20%) of teachers,12(20%) of students and totally 14(20%) of respondents of them says disagree;1(10%) of teachers,1(2%) of students and totally 2(3%) of respondents of them says undecided;1(10%) of teachers,3(5%) of students and totally 4(6%) of respondents of them says strong disagree about the incentive and bounce. Item ‘ b’ 2(20%) of teachers,4(7%) of students and totally 6(9%) of respondents of them says strong agree;5(50%) of teachers,30(50%) of students and totally 35(50%) of respondents of them says agree;2(20%) of teachers,20(33%) of students and totally 22(31%) of respondents of them says disagree;1(10%) of teachers,3(5%) of students and totally 4(6%) of respondents of them says undecided;3(5%) of students and totally 3(4%) of respondents of them says strong disagree about the recognition/acceptance. Item ‘ c’ 2(20%) of teachers,5(8.3%) of students and totally 7(10%) of respondents of them says strong agree;6(60%) of teachers,38(63.3%) of students and totally 44(63%) of respondents of them says agree;1(10%) of teachers,10(16.7%) of students and totally 11(16%) of respondents of them says disagree;1(10%) of teachers,2(3.4) of students and totally 3(4%) of respondents of them says undecided; 5(8.3%) of students and totally 5(7%) of respondents of them says strong disagree about the orientation/training. Item ’ d’ 2(20%) of teachers,4(6.7%) of students and totally 6(9%) of respondents of them says strong agree;4(40%) of teachers,25(41.7%) of students and totally 29(41%) of respondents of them says agree;2(20%) of teachers,25(41.7%) of students and totally 27(39%) of respondents of them says disagree;1(10%) of teachers,2(3.2%) of students and totally 3(4%) of respondents of them says undecided;1(10%) of teachers,4(6.7%) of students and totally 5(%) of respondents of them says strong disagree about the moral value. Item ‘ e’ 1(10%) of teachers,3(5%) of students and totally 4(5.7%) of respondents of them says strong agree; 3(30%) of teachers,29(48%) of students and totally 32(45.7%) of respondents of them says agree;3(30%) of teachers,24(40%) of students and totally 27(38.7%) of respondents of them says disagree;2(20%) of teachers,2(3%) of students and totally 4(5.7%) of respondents of them says undecided;1(10%) of teachers,2(3%) of students and totally 3(4.3%) of respondents of them says strong disagree about giving certificate.

4.3 Summary of the Interviews Response

To strength the response given by PTA members, teachers and students through questionnaires, 3 semi structured interviews which were directly related to the study were design and conduct with one PTA`s chairman, the teacher stands as representative and the student representative of the school.

To begin with the first interview questions, the researcher asked the 3 selected participants separately and combined their individual ideas together and presented in the following way.

1. What do you think the main cause of the problems that PTA members not discharge their duties and responsibilities?

To this end, all the participants responded that the main cause of the problem is: the absence of PTA members‟ readiness to take any responsibilities since they have elected, they developed negative outlooks towards their duties and responsibilities. They also added that lack of willingness and commitment; they did not know their duties and responsibilities clearly.

Furthermore, capacity building training was not given for them; this also affected to set out their day-to-day activity. Budget constraints another cause of the problem, because without budget, PTA cannot conducted regular meeting, job evaluation and anther program. In concordance this time constraints also a factor that affect PTA to support the school, because all the members of PTA quite busy in their personal tasks. Concerning the school leaders, they did not give any technical and professional support to motivate and initiated.

To sum up, all the three selected participants agreed that lack of awareness, experience, skills and the problem of attitudes are the powerful factors that affect them not to discharges their duties and responsibilities.

2. The next question was designed to get response in what circumstances the school encourages the PTA to committed their duties and responsibilities. In this respect, all the interviewees were responded that the school had not designed the motivation system for the past three years. Due to this, all members were not interested and motivated entirely to achieve the given mission. Hence, to alleviate the problem, the school should motivate the PTA members by using different approaches.

3. The last question raised was to get response regarding what solution should be under taken to avoid/minimize the problem.

The interviewees forwarded the following general solution for this question.

➢ Empower the PTA members by giving capacity building training to increase awareness, develop skills and change attitudes of PTA members,

➢ motivate PTA members by employing various mechanisms,

➢ giving strong and immediate feedback for progress,

➢ support the PTA members by giving technical support,

➢ enables to plan, act and evaluate together in order to develop common consensus and create a scene of ownership to committed all the school`s activities,

➢ allocate the necessary budget as much as possible to carried out their jobs effectively,

➢ Create smooth relationship with other stakeholders etc. may be possible solution to get ride off or reduce the problem.

4.4 Summary of Focus Group Discussion

To strength the response given by the PTA members, students and teachers through questionnaire, interview, focus group discussion program which were directly related to the study were designed and conducted with 5/five/ participants which were selected from PTA, Teachers and students representative.

The researcher guides the discussion program by raising the first discussion a agenda.

Agenda 1: What are the main factors that affect the practice of PTA in discharging their duties and responsibilities? Concerning this question, all of the focus group discussion participants responded that the main factors which affected the practice of PTA were:

➢ Lack of interest to accept responsibilities when they have elected by parent. Teacher council as a member PTA.

➢ PTA members were not benefits individually because they didn't get any payment either in the form of part time or salary from the school.

➢ Lack of trainers to empower the PTA members by improving their awareness, developing skill and changing attitudes.

➢ PTA members didn`t motivate or initiate by school leaders.

➢ No cooperation to plan, act and evaluate together with school leaders and teachers.

➢ Lack of recognition and acknowledgement for their good contribution by the society

➢ Time constraints also affected the PTA because each member of PTA quite used by carrying out their own activities. All the above points/factors/ were contributed for the weakness of PTA members to achieved their duties effectively.

Agenda 2:- what measures should be taken by school leaders and PTA members to avoid the problem.

➢ The participants mentioned the following strategies to employ so as to make PTA members active participants in school affairs.

The solution taken by school leaders and PTA members to make PTA more successfu

➢ Developing their awareness and skill by training

➢ Giving professional and technical support

➢ Support PTA by providing the necessary budget and materials like that stationary, office etc.

➢ To motivate PTA member subsidy by money or by any other mechanism.

➢ Involve the PTA members when the schools plan design.

➢ Enables them to participate in decision making

➢ Introduce the school directives to know their duties and responsibilities.

➢ Evaluate the PTA‟s good performance and giving value for their good progress.

➢ Preparing regular discussion program with school community & local community so as to introduce their good job results, present the reports and solve the problem encountered.

➢ All the above strategies may help PTA members to solve or reduce the problem to run the job without any obstacles.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusion drawn on the basis of findings and recommendations.

5.1. SUMMARY

The summary treats the main findings of the study in chapter 4 of each table, and it is based on leading questions starting in chapter one.

1. According to 86% of the respondents confirmed that PTA established according to the guide line at Melke Tsedik primary school. But the majority of the respondents didn't know PTA"s duties and responsibilities. Particularly more than half of the PTA members didn't know their duties and responsibilities clearly.

2. According to 80% of the respondents assured that PTA members did not discharge their major duties and responsibilities effectively.

3. Most of the respondents agreed that there are many factors that affect PTA members in discharging their duties and responsibilities. Some of the factors are: Lack of knowledge and awareness, not being able to get training, lack of commitment and willingness, lack of acceptance in the community, have not skill and experience etc. are the common draw backs which affects PTA in discharging its duties.

4. The majority of the respondents believed that the barriers which hinder PTA members to discharge their duties and responsibilities can be eliminated or reduced by: Filling the gap by training, motivating the PTA members, providing financial and technical supports, and encourage the PTA members to plan, act and evaluate in collaboration with different stake holders etc.

5. More than 53% of the respondents assured that PTA hasn' t received financial and technical support from the school leaders for the past 3 years. Due to lack of support PTA members have not discharged their duties and responsibilities effectively.

6. More than half of the participants agreed that the school didn' t provide means of motivation for PTA members. Sometimes there was a certain efforts done by school leaders, it was not enough to satisfy the PTA members need due to lake of motivation PTA didn' t discharge the given duties & responsibilities.

7. The majority of the respondents believed that PTA members can be motivated by using different approaches.

4.2. CONCLUSION

According to the findings, the researcher has giving the following conclusion.

1. PTA is established according to the guide line at Melke Tsedik primary school. But most of those PTA members didn't know their duties and responsibilities clearly. If they don't know their duties and responsibilities, we don't expect that PTA members discharge their duties and responsibilities. This indicates that there is a weakness from the school leaders to orientate PTA members what duties and responsibilities they have.

2. This study was confirmed that PTA members did not discharge the major duties and responsibilities at Melke Tsedik primary school effectively. Most of the time PTA members didn' t accomplish the day to day activity of the school. Because of this the structure of PTA was not functional at that school.

3. This study was found out the general factors that contributed to the failure of PTA in discharging its major duties and responsibilities are:

- Negative attitudes towards their duties and responsibilities

➢ Lack of willingness and commitment

➢ PTA members didn't development a sense of school partnership to support the school.

➢ Lack of training and orientation to fill the gap of PTA members.

➢ Most of the PTA members didn't have good knowledge and awareness how to manage and lead the school.

➢ The problem of planning acting and evaluating together with other concerned body.

➢ Lack of enough time to give more attention for school activities.

➢ Shortage of budget and any other materials to carry out its work effectively etc are the main draw backs for PTA members.

4. The school leaders have decisive responsibilities to support the PTA members by giving technical and financial supports to PTA members. But this has not done for the past 2 years. This shows that without getting any support from the school leaders PTA alone has not discharged the given duties and responsibilities effectively

5. The result of this study suggested the mechanism used to alleviate or reduce the existing problem. All the problems which affect the PTA members can be reduce or eliminating by giving capacity building training, giving all types of supports, motivations the PTA members to be more active in their duties and responsibilities and taking other strategies step by step.

6 .The study shows the approaches should be used to motivate PTA members. Some of them are giving recognition and acknowledgement for their good contribution, award prize for their good progress, publicizing the PTA members‟ achievement on school affairs to school community, parents and local community giving certificate or incentives in the form of money or item etc.

4.3. Recommendation

According to the finding obtained and the conclusion reached, the following cogent solutions are forwarded for better improvement.

1. Empowering the PTA members through

Providing orientation about their duties and responsibilities

➢ Giving capacity building training to increase awareness, to develop knowledge and to change attitudes.

➢ Assigning and monitoring its progress

➢ evaluate their good performance and give value for their good progress.

➢ giving strong and immediate feedback on progress

2. Motivate the PTA members by various approaches

➢ Giving recognition and acknowledgment for their good contribution.

➢ Award a prize for their good progress.

➢ Giving incentive or bonus in the form of cash or item Publicizing the PTA achievement on school, activities to the school community, parents and local community.

➢ Enables them to participate in decision making and problem solving.

3. Supporting the PTA members through

➢ Providing the necessary budget and materials

.➢ Help them in coordinating and facilities their program

➢ Help them in coordinating and facilities their program

➢ Scale up its good progress.

- ➢ Help them to create smooth relationship with various stake holders.
- ➢ Selecting strong facilitators.
- ➢ Assist them in planning, acting and evaluating together with different stakeholders

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Appendix -1

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

‘ A’ : Questionnaire

Objective: The main purpose of this questionnaire is to gather use full data (information) based on the title of „“The practice of parent Teacher Association (PTA) in discharging its duties and responsibilities at Melke Tsedik private primary school in wolkite Town,gurage zone, SNNP Region““ to assess the main causes of the problem, why PTA have not discharge its duties and responsibilities and to forward possible solution for the problem,The Researcher of this study sincerely appreciates you with enthusiastic thanks to fulfill the questionnaire effectively. Hence your response greatly affects the feasibility of the result of the research. Lastly, the researcher will also provide a great thank for those who fill this questionnaire by spending their priceless time.

General direction

✓ No need of writting your name

✓ Tick this mark (✓) in the box male ☐ female ☐

✓ Put your possible answer in the box by using the symbol of (✓) and write your

✓ additional answer on the space proved

- **Back ground Information of Respondents**

✓ Sex male ☐ female ☐

✓ Service ☐

✓ Age ☐

❖ **Educational status**

✓ Less than grade 8 ☐

✓ Grade 9-12 ☐

✓ Certificate ☐

✓ Diploma ☐

✓ Degree ☐

I**ndicate your responses for the following Likert scale items using"√" or "X" mark to write in the box corresponding to an action.**

1=Strongly Agree (SA), 2=Agree (A), 3=Undecided (U), 4=DisAgree (DA), 5=Strongly Disagree (SD)

1. Has PTA discharged the following major roles at your school?

No.	Item	Scale				
		SA	A	u	DA	SD
		1	2	3	4	5
a	Mobilizes the community and raises fund.					
b	Strengthen the relationship of parents and school.					
c	Manages and administrates school fiancé.					
d	Returns back dropout students.					

e	Monitoring the teaching learning process.					
f	Prepares and implements the school annual plan.					
g	Working on teachers and students discipline.					
h	Giving solution for the problems encountered.					
i	Conduct teachers‟ performance evolution.					
j	Evaluate the implementation of the school plan.					

If you further, pleas mention ----------

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2. which factors that affect the PTA members in discharging its duties and responsibilities?

No.	item	Scale				
		SA	A	U	DA	SA
		1	2	3	4	5
a	Lack of knowledge and awareness					
b	Not being able to get training and budget					
c	Shortage of time to support the school					
d	unable to engage to design the school plan					
e	Lack of commitment and willingness					
f	Have not skill and experience					
g	Lack of acceptance in the community					

If you have any suggestion, you will justify ----------

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3. What type of treatment should be employed to eliminate or reduce the seriousness of the above problems that have already mentioned so far?

No.	item	Scale				
		SA	A	U	DA	SA
		1	2	3	4	5
a	Giving capacity building training.					
b	Promote motivational system.					
c	Provision of financial and technical support.					
d	Select strong mediators.					
e	Plan, act, and evaluate together.					
f	Build relationship, trust creditability and sense of ownership.					
g	Assigning and monitoring PTA‟s progresses.					
h	Scale up its good progress.					
i	Create smooth relationship with various stakeholders.					

If you have any constructive views, please specify ----------
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4. Which mechanism has been deliberated to motivate PTA?

No.	item	Scale				
		SA	A	U	DA	SA
		1	2	3	4	5
a	Incentive and bounce					
b	Recognition/ acceptance					
c	Orientation/ Training					
d	Moral value					
e	Giving certificate					

If you further, pleas mention ----------

No.	item	Scale				
		SA	A	U	DA	SA
		1	2	3	4	5
1	Has PTA established according to the guideline in your school?					
2	Do you know PTA‟s duties and responsibilities?					
3	Do you think that PTA members properly discharge their duties and responsibilities?					
4	In your view, have the PTA members received any support from school leader to discharge their duties and responsibilities?					
5	Does PTA get any means of motivation from the school?					
6	do you think that the means of the motivation is enough to encourage PTA members to discharge their duties and					

	responsibilities?					

Appendix -2

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‘ B’ : Interview

INTERVIEW QUESTIONS

1. What do you think the main cause of the problem that PTA not discharge it is duties and Responsibilities

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2. What do you think that the school does to encourage the PTA to discharge its duties and responsibilities?

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3. What measures should be taken to avoid the problem that affect PTA in discharging it is duties and responsibilities ? ----------

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Appendix -3

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

‘ C’ : Focus Group Discussion

Focus group discussion Agenda

Agenda 1

What are the main factors that affect the practice of PTA in discharging its duties and responsibilities at Melke Tsedik primary school?----------

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Agenda 2

What are the measures should be taken by school leaders and PTA members to avoid the problem? ----------

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THANK YOU FOR YOUR COOPERATION!