



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
MANAGEMENT

THE PRACTICES AND CHALLENGES OF SCHOOL-
COMMUNITY RELATION IN PRIMARY SCHOOL
MANAGEMENT ACASE OF TELLO WOREDA, SOUTHERN
NATIONS, NATIONALITIES AND PEOPLES' REGIONAL STATE.

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A Study of practices and challenges of School-Community Relation in
Primary School management a case of Tello Woreda, Southern Nations,
Nationalities and Peoples' Regional State

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LETTER OF APPROVAL

Adama Science and Technology University school of educational science and technology teachers educations department of educational planning and management.

This is to certify that the thesis prepared by AdinewAsfaw Entitled “ The practices and challenges of School Community Relation in Primary School management a case of TelloWoreda Southern Nations, Nations and Peoples Regional State (SNNPRS)” and submitted in partial fulfillment of the requirement for the degree of Masters of Art in Educational Leadership, Compiles with the regulation of university and meets accepted standards with the originality.

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Table of Content

Contents	Page
CHAPTER ONE	V
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3.Objectives of the Study	5
1.3.1. General Objectives	5
1.3.2. Specific Objectives	5
1.4 Significance of the Study	5
1.5 Delimitation of the Study	6
1.6. Limitation of the Study.....	6
1.7 Theoretical Framework	6
1.8. Definitions of Key Terms.....	7
1.9. Organization of the Study.....	7
CHAPTER TWO.....	8
2.REVIEW OF RELATED LITERATURE.....	8
2.1. The Concept and Status of Community Relation	8
2.1.1. School Community partnership.....	9
2.1.2. Decentralization and Community Issue.....	10
2.1.2.1. School Community Relation and the School Based Management (SBM).....	12
2.2. Educational Thinking in School- Community Relation	14
2.3. Objectives of the School Community Relation	15
2.4. Rational for Close School-Community Relation.....	16
2.5. The Roles and Responsibilities of School Administration in Enhancing School-Community Relation	17
2.5.1. The Role of Principal to facilitate School Community Relation.....	17
2.5.2. The Role of Community Representatives in Facilitating School Community Relation.....	18
2.6. Major Activities that Community Allowed to Participant in School-Community Affairs.....	20
2.6.1 Schools as Community Centers.....	20

2.6.2 Integration of School to Community Life	21
2.6.3 Community Involvement in the School.....	22
2.7 Mechanism being used for Mobilizing Community Participation in Education	23
2.8 Strategies to Enhance School Community Relation.....	25
2.9 The challenges Affecting the Effectiveness of School Community Relation	25
2.9.1Challenges of Community Involvement in School.....	27
CHAPTER THREE	29
3.RESEARCH METHODOLOGY	29
3.1 Researcher Design.....	29
3.2. Study Site and Population	29
3.3. Sources of Data	29
3.4 Sample Size and Sampling Techniques.....	30
3.5 Data Collection Instrument	31
3.6. Procedure of Data Collection	32
3.7. Methods of Data Analysis	33
3.8. Validity and Reliability checks	34
3.9. Ethical Issues.....	36
CHAPTER FOUR	37
4.PRESENTAION, ANALYSIS AND INTERPRETATION OF DATA	37
4.1. Background of the participants.....	38
4.2. The Current Status of School Community Relation.....	39
4.3: The Major Activities that the Community Allowed to Participates in School Community Relation Affairs.....	43
4.4. Mechanisms being for mobilizing community participation in education.....	47
4.5 The Measures to be taken by the School Management to Improve School Community Relation.	51
4.6. The Challenges Affecting the Effectiveness of School-Community Relation	52
CHAPTER FIVE	58
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	58
5.1. Summary	58
5.3. RECOMMENDATIONS	61
REFERENCES.....	63
APPENDICES.....	69

List of tables

Contents	Page
Table 1 List of sample schools and sample size-----	35
Table 2 Reliability test results with Cronbach's alpha. -----	40
Table 3 Back ground of the participants-----	42
Table 4 Current status of school community relation-----	44
Table 5 Major Activities that community allowed participating in school affairs-----	48
Table 6 The mechanisms of mobilizing community in school-----	51
Table 7 The factors affecting school community relation-----	57

List of Abbreviations

AAU	Addis Ababa university
Ee-JRIF	Ethiopia E-Journal for Research and Innovation Foresight
ESDP	Educational sector Development program
GEQA	General Educational Quality Assurance
HU	Hawassa University
JU	Jimma University
KETB	Kebele Educational Training Board
MOE	Ministry of Education
MTU	MizanTeppi University
NWREL	Northwest Regional Educational Library
PTA	Parent and Teacher Association
RVUC	Rift Valley University College
SCR	School Community Relation
SEDL	Southwest Educational Development Laboratory
SMART	Specific, Measurable, Attainable, Real and Time Bonded
SNNPG	Southern Nation and Nationalities Peoples Government
UN	United Nation
UNICEF	United Nation International Children's Emergency Fund
UNISECO	United Nation Educational Scientific and Cultural Organization

ABSTRACT

The main aim of the study was to assess the factors that affect school- community relation in selected primary schools of Kaff zone, Telloworeda. Accordingly descriptive survey method was employed to investigate the problem. Primary and secondary sources were used in this study. The primary data source was principals, supervisors, and, parent teacher student associations, kebele educational and training board members and students'. Secondary sources of data were relevant documents (minutes, reports, supervision comment and staff meeting agendas) of primary schools. Questionnaires were administrated to 160 sample subjects from five randomly selected primary schools. In addition interview was made with primary school supervisors and principals. The investigated data were analyzed using quantitative and qualitative procedures. Frequencies, percentages, means, standard deviations and one-sample-t-test were applied to answer the research questions. The reliability of the instrument was computed using Cronbach alpha wit result. The finding reveals that the school-community relation was low. The school performers such as principals, Supervisors, teachers, and parent student teacher association (PSTAs),kebele education tiring boards (KETBs) and students played inadequate roles to promote school-community relation. Factors affecting school-community relation in school affairs are: less community sharing responsibilities, ineffective community mobilization technique, lack of governing policy, fragmentation of function, lack of a way to resolve complains, improper support from local governments, poor leadership, lack of proper communication, absence of linkage between school and community, lack of awareness and misunderstanding of school mission and vision by a school-community. Based on the finding, school-community relation is under problem so as a result students become low achiever. Therefore it is recommended that the concerned bodies like school administers, local government bodies and the community have to do their best to overcome the factors that hindering school community smooth relationship.

CHAPTER ONE

1. INTRODUCTION

This research is basically to investigate the status of school-community relation in primary school. The chapter covers background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

Education was presented as having an important role to play in improving community relations. Globally these concepts go back further still, under a range of distinct but related terms, all reflecting similar educational concerns and values. In 1996 these beliefs can be witnessed as early as 1948 in article 26 of the UN Universal Declaration of human rights which stated education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It promotes understanding, tolerance and friendship among all nations, racial and religious groups and also education is a tool for enabling people to share common values of solidarity, equality and mutual respects. And it is the primary agent of transformation towards sustainable development, enhancing people's capacities to transform their visions for society into reality (Abebe, 2012:5). Connecting this idea (Lemma, 2007) states that education is a tool to enable citizens to make all rounded participation in development processes and it is the foundation for optimal utilization of resources through development of human capital.

In 21st century world can be changed into villages due to rapid change interconnection of the world in economic, social, political, technological developments especially the advances made information technology.

These brighter years needs more sophisticated and highly interrelated community that promote genuine spirit of cooperation between the school and community in sharing the leadership to the paradigm shift of the community life, connecting to this (MoE, 1996) states that education enables individual societies to make all rounded participation in the development process by acquiring knowledge, skill and attitude. This implies that education is a key factor for social, economic and political development of the community. Based on this fact schools are the key

place where education provided to the individual and the society. Now a day, the complexities in school and the communities demand the amount of time that school leaders must spend on management areas to ensure the schools operate at acceptable levels hand in hands with the community.

Therefore, doors must be opened between school and community to ensure greater involvement and partnership of the community in solving the multidimensional problems of schools. Community involvement is a key factor in school success, and a key component in building effective schools in low-income and ethnic minority areas in improving the academic status and performance of students.

In Ethiopia, parental and community partnership in school affairs has a long tradition. Even though the partnership and involvement in the study area is limited and not beyond the contribution of material and financial support. The current Ethiopian education in involving parents and the community in the educational process are very low. So guidelines, strategies and programs should be available to promote the involvement of the community with the schools. The long tradition of participatory education system is transferred in to more correct decentralized school management system.

Community is crucial to facilitate and secure adequate support for sound educational program. School and communities are part and parcel of the teaching and learning activities of the child. For every child the first school was the home and their community. These strongly developed child community relation must be transform in to school to promote students learning. As stated by (MoE, 2007) in high performing school all members of the school community, both individually and collectively, hold themselves accountable for student's success.

This means effective contribution of all school community either individually or collectively are necessary for the success of the school-community relation which lead to the effectiveness of the students learning. However, for better school-community relation and realization of quality education, only contribution and accountability of individual cannot be enough. Adequate facilities, instructional materials, good physical environment, good communication, SMART goal, team work, skilled principal, smooth external relation, participation in and out of school-community, and positive efforts should be made by schools in solving complains from every corner of the stakeholders .

Educational system in Kaffa zone Telloworeda have a lot of challenges that affect the relation of schools and the community that directly or indirectly influences academic achievement of student and general performance of the schools. From those problems, factors that affect school community relation are influential and characterized by low community participation, the limited support and involvement is even applicable when it is forced by the local government authorities and low communication of schools and the community. As described in Kaffa Zone Annual Education department report (2014). In light of this background information the researcher is interested in conducting this research helps to identify the major factors that affect school–community relation in the selected primary schools of Kaffa Zone TelloWoreda.

1.2.Statement of the Problem

In facing up the multidimensional challenges and barriers of school-community relation the new education and training policy of Ethiopia calls for greater school and community partnership (MoE, 1996).From the experience of the researcher as a principal for 4 years, as supervisor for more than three years and as an expert in woreda education office for two years it is possible to say that there are many issues that affect partnership of parents and the community. In public primary schools some parent and community seems to take little or no responsibility after sending their children to school.

As a result, it is unusual to follow up what is happening in the school, what the student are doing once they left the classroom and no questions are raised by parents said that it is enough to registering students and participating when they are called by school administrative either support or disciplinary problems or then not responsible beyond. All the rest are responsibility of the school

The schools wants smooth and strong school-community partnership and to involve frequently in all issues of the school. However, schools do not get enough partnership of parents. Often some parents are not volunteer to come to school and student show little interest to create a linkage between the school and their parents. When student are asked to bring their parents to school, they bring someone from somewhere instead of their own parents in case of some problems occur, the true parents come to school after the last measurement taken by the school administration. The liaison and the representatives of the community in which the high responsible bodies of the school such as PSTA and KETB members have no frequent meeting

to discuss on school issues. Sometimes it is difficult to get those bodies for urgent discussion and decisions (MoE,1996:23).

Unfortunately, schools alone carry the burden of preparing the young people as a result and also many other factors affect the activity of the school. Some parents seen to think school is not as the institute to create good citizens in the presence of their maximum contribution and partnerships to the school. Sharing the burden of the school in effect demands the mobilization and integration of stakeholders of education, teachers, student parents and the surrounding community. This is the reason that initiated the investigator to conduct this research. Community is a source of various elements which are very important for the educational life of the school. Activities that community allowed to participate in education can be termed differently in various ways depending on the context that requires community involvement. Such collaboration includes: contributing money, materials, labor, and community participation in consultation. Furthermore, community participation can be declared through real participation in decision making at every stage that ranges from the level of problem identification, planning, implementation and evolution of the decision (Dunne, 2007). But in my research area such kind of supports were not occurred. The problem that the school encounters was more than aforementioned so the purpose of this research was to investigate the hindering factors that affect school community relationship.

Accordingly, this study assessed the factors affecting school-community relation in the case of selected primary schools in kaffazone Telloworeda. Based on the statement of the problem this research raised the following research questions which intended to assess the major factors that affect school and community.

1. What is the current status of school-community relation in the primary schools of kaffa zone, Telloworeda?
2. What are the major activities that the community participate in school-community relation affairs in the sample schools?
3. What mechanisms have been used for mobilizing community participation in the sample schools?
4. What are the challenges affecting the effectiveness of school-community relations in the primary schools of Tello Woreda?

1.3.Objectives of the Study

1.3.1. General Objectives

The main aim of this study is to investigate the existing statues of school community relation and to identify factors affecting community participation in the school activities.

1.3.2.Specific Objectives

This study has following specific objectives:-

- ✓ To assess the current status of school-community relation in the primary schools of kaffa zone Telloworeda
- ✓ To identify the major activities that the community allowed to participate in school-community affairs.
- ✓ To identify mechanisms being used for mobilizing community participation in education.
- ✓ To investigate the key factors that negatively affects the effectiveness of school community relation.
- ✓ To suggest the measures to be taken by the school management to improve school-community relation.

1.4 Significance of the Study

One of the major agenda of Ethiopian government particularly the education sector is to ensure strong school community relation in bringing quality of education in general and appropriate academic achievement of students in particular.

According to the MoE (2007:34) in the general education quality improvement package school-community relation and partnership are the components to improve the quality of education. Therefore, the investigator believes that finding and suggestion of the study are `considered as important for the following reasons:-

Firstly, this Study mayprovide necessary information for planners, school principal, PSTAs, KETBs, teachers, parents, students, and other concerned bodies.

Secondly, it maysuggest possible procedures to minimize the factors that school-community faced.

Thirdly, the study could assist to examine the major factors that affect school-community relation and help the concerned group to take corrective action which helps to improve the relation of school-community at maximum level.

Fourthly, it may enable the school- community to know what is actually expected of them in school-community

1.5 Delimitation of the Study

Although the researcher believes that the investigation of school community relation of all schools in Kaffa zone would initiate more reliable data for the study, due to time and financial constraints and to make the research manageable within limited time and budget the researcher preferred to select primary schools in Kaffa zone. Today there are many primary schools in Ethiopia having different internal and external problems that affect school-community relation and the same is true in Kaffa zone. Therefore, the researcher delimits the study only to five (16.7%) primary schools in Telloworeda in order to make the study manageable and acceptable.

1.6. Limitation of the Study

It is true that the reliability and validity of the study was increased when it was researched in many schools by using many samples. However, it was restricted only to five primary schools. Moreover, the size of the samples was not large enough due to the financial and time constraints. In addition, it was difficult to extract up to date literature from different sources due to availability of recent materials concerning on this topic. However, the researcher attempted to gather necessary information from Jimma University to support the study with relevant research reports and books.

Besides, at the data collection time teachers were busy with different tasks in some sample schools. This hinders the data collection. However, with the cooperation of school principals, the required data was collected with quality and quantity.

1.7 Theoretical Framework

School-community relation is central idea to this study. The most influential theory associated with this school-community relation is the public relations theory and practice, proposed by Mayer (1997) (cited in Hallahan, 2003:4). Based on this theory community is one of the concepts in the social science and humanities its Latin root is the same as that for communication, common and commune: communes Hallahan, (2003:5). A wide range of definition and characteristics of community can be found in the sociology and anthropology

literature (Chekki,1989). Mendelivium (1972) (as cited inHallahan, 2003:7) states simply “A man’s community is quite simply, the set of people role and place with whom he/she communicates.

According to Hallahan (2003:7) an individual might belong to many social groups, but could not, belong to more than one geographic community. Community is the aggregation of people as well as the various social institution i.e. churches, social service agencies and others that allowed operating as self-contain villages. Subsequent community research steadily has shifted away from geographic basis to emphasis cultural inspect. Park (1998) (as cited in Hallahan, 2003:9) emphasized the cultural ties that bind a community and how people participate in a common.

This is the central idea of the study in which the scholars have understood that if schools are to function well and student are to learn effectively factors that interfere with students’ learning and performance be addressed.

1.8.Definitions of Key Terms

Community: - the group of people interrelated each other for their common values and beliefs. A man’s community is, quite simply, the set of people, role and place with which he communicates (Hallahan, 2003)

Parent:-refers to communitymembers who have children in the school.

Partnership: - community shares school responsibility (Taylor, 2003:115)

Participation: - engagement or involvement to succeed common goal (British council, 2003:87)

School-community: - the section of the population who has some kind of common in what is going on the school. It is appropriate only when there is a two way school community relationship in which the latter participate to large degree in schools (Sharma, (1992:14)

1.9. Organization of the Study

The study comprised of five chapters. The first chapter stated about the problem and its approaches, the second chapter dealt with the review of the related literature,the third chapter stated about research design and methodology, chapter four covered presentation and analysis of data, and the final chapter concerned with, summary of the finding and conclusion which forwarded and at the last possible recommendations was provided.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This part consists of literature review related to factors affecting school- community relation. One of the main objectives of referencing review of related literature is to get well organized knowledge data in the factors affecting school-community relation that the investigator plan to study. Therefore in this part all necessary materials related to the problem stated in unit one and factors that affect school community relation was examined and it also examined the concept of school- community relation objectives rationales, mechanisms of mobilizing community school affairs and deals with educational decentralization, the role of administrative bodies to facilitate school community and mechanisms that helps to build school- community relation.

2.1. The Concept and Status of Community Relation

The term community provides potentially useful alternatives. A Community can be any subset of a society or social system (and in limited circumstances, the whole society) in which members are drawn together by common interests. More importantly, those common interests are constitution common symbols (Cohen, 1985), common discursive activities and common identities (Botan 19930). The word “community” is an ambiguous and elusive concept it has no single, fixed and universally accepted meaning, it is nota homogenous entity (moor 1993; Lundy 1999 (as cited in Meles 2010) has defined it as, a concept comprising of, a group of people living in the same area and sharing the same values and organization, a group of people sharing the same basic interest at any given time and a group of people targeted for interventions. And also according to (Moe, 1998: 45) community implies a group of living together in specific area and sharing similar economic, political, cultural and social experience. According to (Bray, 1987) as cited in Meles 9, 2010: 12 also defines community as a group of people who shares common social economic cultural interests. In school context (levy, 1977) (cited in JU, 2011: 2-4) define community as a group of persons living in an area served by particular school or by network of school.

Communities are of many types operating in different setting with diversity of corresponding, interrelated and opposing future that makes it difficult to define and classify it. As, Bray (1996) (cited in Obsaa, 2010) identified three categories of community in education.

Geographical communities refers to individuals living in relating small areas such as villages, district or suburbs; Ethnic, linguistic, racial and religious communities especially ones that are

minorities and that have self-help support structures; and Communities based on shared family or educational concerns, including parents Associations based on adults' shared concerns for the welfare of their children. The same as the study areas are grouped geographically by kebele to the lower (one to five) cells, and the ethnic, racial, religious, and the regrettably marginalization are the known community classification. These and the other governmental structural communities are important for the school- community participation.

The school is integral parts of the community and it is motivated by noble mission providing quality education to the children of the community to enable them successful and productive citizens. The school is an important part of the community and it becomes increasingly more important especially, if it has a whole some relationship to its community. The community should support the school and be able to feel it as their own community (Araya, 2007:2). Family and community involvement frequently means helping reach goals define by the schools (administrators and teachers) that reflect only school values and priorities (Jordan and Orezco, 2001:9).

2.1.1. School Community partnership

Community involvement improves student success, regardless of race / ethnicity, class, or parents' level of education. As (Uemura, 1999: 12) it is important to establish and continuously attempt to develop partnership between school, parent and community. Community and society must supports parents and families, in the up bring socializing educating of their children to contribute to the betterment of the society in which they operate by equipping them with skills important in society. Therefore, education takes places most efficiently and effectively when these different groups of peoples collaborate. A successful partnership involves more than exchanging information with parents and acquainting them with school. It includes cooperative work on problems that affects children advancement in the cause of education..

The relation between school and community is on mutual bases. The school definitely needs the community for its moral, financial, material and human support. Whereas, the community needs the school for its expertise, guidance and academic vision (Musaazi, 1992:240-241).

Therefore, the development of good relation between school and community plays a different but interrelated role in contributing to children's education. There must be efforts to make bridge between school communities in order to maximize the contribution. School- family-

community partnerships build social capital networks of trust that families draw from to help their children succeed (Epstein and Sanders, 2000: 285- 306). Partnerships among school, families, and communities create avenues by which relationships or networks of trust can be formed among administrators, teachers, family, and community members. These relationships provide a source of connections, information, and understanding between themselves to succeed their children learning.

Schools are expected to carry out their operation in partnership with the community through its representatives which are considered as the school governing bodies (PSTA and KETB) attain their goals stating this (Martin and Holti, 2002:34) [as cited in Meles, 2010:14] stated that the governing body is strategically placed as it combines members from within and with those from the community outside. It can therefore liaison the needs of the community and takes the school out into the community (Meles, 2010:16). Jocy Epstein's framework of family involvement partnership (1995) [cited in Jordan and Orozco, 2001:10] as six dimensions of parent school partnership are:-

Parenting- assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families, Communicating- conducting effective communications from school-to home and from home to- school about school program and student progress, Volunteering- organizing volunteers and audiences to support the school and students. Providing volunteer opportunities in various locations and at various times, Learning at home – involving families with their children on home work and other curriculum- related activities and decisions, Decision making- including families as participant in school decision and development parent leaders and representatives, and Collaborating with the community- coordinating resource and services from the community for families student, and school, and providing services to the community.

2.1.2. Decentralization and Community Issue

Decentralization ultimately considered to ensure representing of a wider variety of legitimate parent in education and to make these parents more responsible for educational quantity and quality by generating resources, taking responsibilities and applying them effectively.

According to Malpica (1995) and Ayelaw (1995) [cited in Jeilu, 2001] decentralization refers to transfers of authority away from the central state to autonomous bodies having their own entity for taking political and administrative decision and assuming responsibility of education.

In line with this Taye and Tegene, (2007) [cited in Meles, 2010] also defined decentralization as transferring authority and responsibility from the central government to field unit or agencies corporation, non-government and semi-autonomous public authorities to plan and manage release and allocate resource. Successful decentralization requires that systems and processes be redesigned so that power, knowledge, and information accrue at the operating levels of the school, and so that rewards are contingent on performance contribution (Priscilla, Wohlstetter and Albes, 1993).

The decentralized school management strategy has been introduced in the 1994 education and training policy which initiates the education organization and management will be democratic decentralized and coordinated (MoE, 2002). This policy statement provides a guide line of implementation and responsibilities for different authorities in the hierarchy of the educational system. This more attention and emphasis has been given at school level for better participatory decision making.

According to Moe, (2004) Dunne, (2007) decentralizations have three forms; decentralization, delegation and devolution. Decentralization involves the transfer of tasks and workload to sub unit of the system without giving responsibility to lower level administration, while delegation is the transfer of decision making authority from higher to lower hierarchical at or near the top. In this form of decentralization, local administration has a freedom to prepare a plan but they need a permission to implement it. On other hand, devolution is a form decentralization involving the shifting of authority to an autonomous unit that can act independently.

That means in deviation local authorities the authority and responsibility to make decision on their own affairs without interference of other.

The reason to empower the community members and parents are to participate are to participate in decision making pertaining to school issues. Parents need enough information about schools to provide the necessary support to school. On the other hand the community should develop a sense of belongingness about the school operating in their locality because community participation is crucial to school as well as community success in educating the young generation.

In decentralization system equipping the local community with necessary information power, authority and responsibility make them empowered to contribute not only resource but also increase the feeling of the ownership of the school and due to this the school community

relation should be developed and the community education movement is spreading rapidly. Parents are pressing for more radical changes in the school; government schools are becoming more accountable and responsible for their own activities of progress.

Community participation in schooling allows the formulation of school policies and practices which are responsive and sensitive to needs of the community them to serve. The nature and qualities of services can also be improved not only for student but also for the community members. Essential benefits for student and communities make the relation successful Sharma, (1992). Connecting this MOE, (2004 and 2010) educational decentralization existing to improve the local government, the community and school to provide quality education for all children's in school by making decision on education issues. Preparing strategic and action plan for coordinating and using resource.

According to Dunne, (2007) decentralization favorite to the local government can prepare their own educational development plan. And this practice is going down to the school or the positive impact of decentralization policy in term of shifting responsibility for critical decision making to lower level of government institution and local people. And also Sharma (1992) added that the thrust of decentralization is for decision making to the level of the grassroots where it can better reflect the needs attitudes and values of the host community to facilitate the host community to facilitate the teaching learning activity.

The rationale for decentralization includes and tailored addressing the local and regional problem and needs it helps to overcome delays and dysfunction of centralization but accuracy leads to more flexible innovative creating administration at the regional and district level and bring government nearer to the people by facilitating both information exchange and accountability of authorities to citizens (Taye and Tegene 2007) [as cited in Meles, 2010]

2.1.2.1. School Community Relation and the School Based Management (SBM)

School-based management offers a way to promote improvement by decentralizing control from central district offices to individual school sites. It attempt to give school constituents-administrators, teachers parents and other community members-more control over what happens in school (Wholstetter and Albers, 1993:4-3). School based management is a widely instated governance reforms and a means of decentralizing authority to make decision. It is system of administration in which the school rather than the school district is the primary unit of educational decision making over budget; curriculum and personal matters. Both the district

and schools have distinct roles to perform in SBM system and only when they work collaboratively can be truly successful.

Decision making authority must be proportionally distributed to the following personnel, school board, supervisors, principals, teachers, parents and community members and student (Dunne, 2007: 22). These types of delegation of decision making power of the stakeholder make the school-community relation more transparent to their school. They identify the necessary resources, solve school-community relation without any interference of their decision making power due to these and other problem developing SBM in school solves problems on school- community relation. Increases the stakeholder's partnership and participation this on the other side improves the school educational system and develops the school educational system and the countries socio-economy (MTU, 2011). SBM is one of the means to minimize and /or avoid the gap between school and the community. On the other hand it is school-community linkage is high. That means school- community relation- linkage is a reflection of the community it serve.

At same time a community is reflection of its schools. This reveals that nothing is closer to the heart of the community than its schools and nothing is power full than the community for creating a dynamic school system (Araya, 2007).

This implies that the school without smooth school-community relation it is difficult to create successful professionally established higher achiever students. This connected Paston, (1992) [cited in Meles, 2007] school- are the administrator's vehicle for moving the school vision out to the staff and community. For the functionality of SBM, yet the transience of decision making power can't be effective without willingness of the school all authorized body to share power. because the administers specially the school supervisors are frequently instructional in introducing SBM to district the manner to which he/she chooses to does this influence both the organizational structure and attitudes of school community to ward school based management. The supervisor will always be the chief administrator of the district and the one person responsible to the school board for administrative decision. And school principal is member of SBM if principal did not exist before school based management they would have to create to carry out the system. In SBM principals not only have increased responsibility but also increased accountability. According to Cline and White the principal in SBM system has more authority and responsibility in three areas: school programs, shared governance and distract

decision making (Cited in MTU, 2011) Due to this the school administrative is responsible to lead schools within the system of SBM to develop the partnership of the community and create smooth school community relation.

2.2. Educational Thinking in School- Community Relation

According to JU 2011, educational thinking has passed three stages in terms of relating school to community life. These are traditional school, the progressive school and community school. In traditional school thinking there are different ideas about education. Education was largely limited to a subject matter approach discipline was server. Interest of the child (learner) was narrowly understood.

In addition, the school was like castle; the learner had no chance to notice the relation of the discipline and the school subject studies to the actual processed and problems in the community. These shows that school-community should understand the leading style and the stage in which the school is found. Connecting to this (Taylor and Adelman, 2003) addressing barriers to learning must be consisted with school community perspectives.

A notable feature of traditional education had been the maximum community participation, discovery learning, and problem solving and so on. The knowledge itself is community based with adult members charged with responsibility of teaching, playing a facilitative role (Sharma, 1992).

The progressive school of educational thought emerged after the First World War. The reason for the emergency of this school was mainly the psychological stage in the areas of child and adolescent growth and development.

Regarding progressive school of thinking some thought were there. Child interests were widely recognized as being educationally significant for the learning process itself. The school is therefore known as child centered. There was relaxation in formal discipline. Furthermore; threw ass emphasis upon pupil teacher planning and strong concern for personality development. More over the curriculum centered on the interest of the child and the needs of adulthood were often ignored (JU, 2011).

The community school thinking emerged after the Second World War. In this school of thought human needs have come to be the center of attention. It is known as life centered school and it emphasizes the meeting of human needs. The community regarded as a great living laboratory in which the students of all ages may observe and appreciate under guidance in community

activities in nature and designed to be socially constructive. Teachers use the surrounding environment for much of their teaching. On the other hand, the school principal and the staff try to stimulate the interest of the community in the educational objectives and activities of the school. In thinking the community in the community activities (Sharma, 1992)

2.3. Objectives of the School Community Relation

Now as never before, doors must be opened between and community two-way doors, that students and adults alike may and serve community bringing the community in to school and by taking the school in to the community, taking the school in to the community. We must educate people to lives fully effectively and joyously as may be possible. Any school which stands a lot from the problems of living today and tomorrow defeats its own primary functions in a society. That is precisely why any practical approach to improved living through education must be fundamental one. Connecting this MoE, (2010) states that to develop highly qualified, motivated and innovative human races and transfer advanced and relevant knowledge for socio economic development and poverty reduction with the view to turning Ethiopia in to a middle income country by the year 2025. So the function and the service of the school-community relation is to fulfill this general country objectives. To achieve the aim of the current educational policy of the Ethiopia the school should have to create strategies. From these strategies one identifies the specific objectives to achieve the general objectives

According to Camden policy history, (2013); JU,(2011) here are some of the objectives of school community relation:-

To developed intelligent public understanding of the in all its aspect that its objective, program, needs and problems. To help clarify and build up commitment to goals and crate broad patterns of local partnership between the school, social services and the world of work. To determine how the public feels about the school and wishes the school to accomplish. To secure adequate support for sound educational program i.e. financial material, labor time and ideas. To help community member feel more direct responsibilities of the quality of education the school provides. To participate community members in the work of the school and the solution of educational problems. To promote a genuine sprite of cooperation between the school and community in sharing the leadership to the movement of community life. To identify the educational needs of the community and to relate them to the educational program by learning from the people what they think of their school and what they went school to do and to use the

community as environmental learning laboratory and make the education offered meaningful and relevant to the life of the learner.

2.4. Rational for Close School-Community Relation

In order for approach decision to make about with the community it must be established what needs, desires and problems with in community might be, the greater the community involvement in the process the greater. Impute of different groups within the community, and then the more likely that what is generated will be an accurate reflection of that community (MoE, 2010 Hallahan, 2003). According to JU,(2011) the most popular areas of concerned and same argument for increasing close school-community relations are Community participation contribute to the development of school policies and practice which are most effective and equitable for that community and the capacity of school to solve educational problems and service delivery is enhanced if parents and community members are part of the problem solving. Effective community participation may contribute to the development of a healthy stable community, where services are adequately and fair distributed and where people have a sense of community pride, responsibility and power. Organizational effectiveness: - community participation can contribute both to increase the cost effectiveness, as well as the organizational effectiveness of the school and involvement in community activities can contribute to the development of self-confidence and individual development that can improve people's abilities and social skills and lead to feeling of personal contribution.

Community involvement can improve academic performance and less problems of with in school. In order to exercise any kinds of community relation there need to be understanding among all stakeholders and all people who are target. Reasons and benefits of community relation have to clearly addressed and understood by also essential because it usually takes a long period of time to yield any benefit. Also all stakeholders need to share the understanding that responsibility to educate children cannot be taken by single groups of people (Kalayu, 2007).

Good community relation starts when parent's teachers come to know one another and talk about what they want for young people. Through these conversion parents soon learn to know the school to understand what teachers are trying to children and to appreciate instructional conditions and problems (began, 2001) [as cited in Mulatu, 2007] connecting to this (Hallahan, 2003) maintained that the goal of school community relation

program is to promote products and services that people believe contributed to the quality of their life and also necessary for members of community to be able to instruct and share a set of common beliefs and values.

2.5. The Roles and Responsibilities of School Administration in Enhancing School-Community Relation

School-community relation is the administrator's vehicle for moving the school vision out to the staff and community (Poston, 1972) [cited in Meles, 2010:]. The development of good relation between school and communities becomes essential in the provision of education. Since school- community plays different but interrelated roles in contributing to children's education. There must be efforts make bridge between school and communities in to maximize the contribution.

2.5.1. The Role of Principal to facilitate School Community Relation

Principals strongly believe that the purpose of the school is to meet the academic needs of student and to make them effective communities and listeners

Furthermore school counselors must be willing to become involved in various partnership roles in order to connect schools, families and communities in addressing barriers to learning and promoting student resilience and achievement (Bemak, 2000; Taylor and Adelman, 2000)[as cited in Bryan, 2005)].

A mission statement is one tool that can be used by principals at the school site to help them to define school goals, measure progress towards reaching the goals and share information with the community-at-large (Priscilla, Wohlstetter and Susan Albers, 1993). To strength the school community and work to develop open school culture all concerned participant (Araya, 2007). As MOE, (2002) the principal became a facilitator with the school sharing with parent and community members in decision making responsibility. When community representatives are include, schools become lees isolated and more integrated with the local community.

Though this external contact real resource can be identified that can used as a base for developing school-community relationship. Principal adopt an extended professional leadership role that will allow accommodation of not only the internal but also the external environment of the school. In other words with her/his staff principal assists and educates the community members and help them in facilitating manner in their community development and cultural

activities encourage them to take more active role in their children education draws community talent and other community resources and the like (Sharma, 1992).

A principal also establish a more cooperative and functional interaction among the various the government and nongovernmental organization in the school community. Those like education, health, agriculture currently operate independently. it seems likely that an integrate approach would yield more benefit to the students. Since education is shared responsibility and the school principal becomes the key presenter of this of this “corporation image” and those exercise a more extended professional leadership role (Sharma, 1992).

Complaint should be handled with in the school through established channel of responsibilities. If the complains cannot be resolved at the level of principal it shall be referred to the KETB (Camden, 2013).The school principal should be plan to prevent complains, if complaints are inevitable the principal must find solution or refer to the channel of responsible bodies to solve before it become to intensify and damage the relation.

Due to this the principal role in school community relation and securing the educational institution and facilitating the teaching learning activity is high. School administration, teachers, and counselors may be rigid and defensive in reinforcing rules with these families whom they perceive as problems. Such interactions result in the accruing of negative social capital to these families who feel alienated and marginalized from school (Epstein and sanders, (2000). Therefore school administrators are important at a time of change. The basic rational is that effective school leaders are frequently regarded as reform agents. The function of leadership is not only to bring about change but the change must be paradigm shift for the community in which he/she led. This means school principal should have to being a leader to step and bridge the internal and external community relation. The distance between schools and the local community was the result of the bureaucratization of school representatives(PSTA, KETB, students ‘council, principal and the teachers) action which might erode school-community linkage (Meles,2012).

2.5.2. The Role of Community Representatives in Facilitating School Community Relation

Members of KETB and PSTA must serve as a liaison between the school and community. They are legitimate voice of the people of the local community in decision making the effects how schools are run and what should be in the future’s school plan to improve students’ academic achievements receives more support when stakeholders understand and help to operate the

plan. In other word when families participate in variety of ways in their children so the school becomes more successful (Dunne, Akeampong and Humphreys, 2007).

Thus the representative of the school should have to bridge between the school and parent to create smooth and strong partnership. If there was smooth school community relation, the students' achievement should be accepted also high. On the other side the role of KETB and PSTA to create smooth school community relation is high; the achievement of the student is also high. Periodically board members may visit schools within the division.

The purpose of this visit will be to maintain contact with building employees and increase understanding of actual educational practices. The school boards are the owner of the school facilities as representative of the community since the board members have a responsibility on assessing the school facilitates and following the ongoing activities of the teaching learning activities (Dunne et al, 2007). Generally the school board will set goals and standards for school goals and its programs to maintain open channels of communication and good relation with parents, community organization.

According to Camden, (2013) through its school community relation program the board encourage the community in different ways. First, it takes an active interest in the school and participates in school activates. Second it placea high priority an education and makes funds available for an educational system that supports learning for all children. Third it establishes partnership with the schools to enhance learning opportunities.

According to (Idaho, 2003 MoE, 1994; Camden, 2013) the school board has the power of permit use of school property under its control, when such use will impair the efficiency of the school. The proper application of school board on school facilities use and distribution makes the school community relation smooth on the owners of the school. Parents and community relation smooth and strong on the owners of the school, parents and community support are considered as one of the factors to school-community relation; to determine schooleffectiveness in sub-Sahara African countries.

Furthermore, parents and community members provide relevant support through encouraging children to go to school and learn; providing material and financial support to the school. In addition, establishing frequent communication channels with the school to enhancing the necessary information; participating meaningfully in school governance and assisting the instructional process.

2.6. Major Activities that Community Allowed to Participant in School-Community Affairs

Community is a source of various elements which are very important for the educational life of the school. Activities that community allowed to participate in education can be termed differently in various ways depending on the context that requires community involvement.

Such collaboration includes: contributing money, materials, labor, and community participation in consultation. Furthermore, community participation can be declared through real participation in decision making at every stage that ranges from the level of problem identification, planning, implementation and evolution of the decision (Dunne, 2007).

Schools are viewed as community institute that serve the community which it belongs. To increase community involvement in the school, the school should have to be serving, as community center, integrating school in to community life and involving community in to school activities. This help to minimize the gap between the school and the community, and also increasing the effectiveness and efficiency in school.

2.6.1 Schools as Community Centers

School is an inextricable part of society as well as community to which it belongs. They are social subsystem which cannot function isolated from the hyper system of the social environment (Anaxagoras, 2007). The role of the school in the larger community institution which; can in the larger community, as a community center and as a community institution can play a role in community development efforts (Jordan and Orosco, 2001) Dunne, (2007) maintained that the location of the is the an important determinant of community willingness to teach their children and create smooth school-community relation. School-community is an assemblage of the people intimately attached to a school its teachers, administers, student and the student family. The school as itself it is a community with its internal mini community in which function to the surrounding community. Learning is not an activity that occurs only between September and June and only age for five to eighteen years old. Schools can be centers of learning for whole families of community member and all ages inspiring loyalty, respect and support.

Community makes full use of its school facilities because of different reasons. One is the school building are located in most neighborhoods and usually easy to reach. The other is the schools belongs to public and present a large public investment. In addition, schools have good resource and professional staff and traditional school hours leave plenty of time for other users.

This shows that ownership of the surrounding community to the school facilities and the professionals in the school which serves for the community.

Careful planning and effective publicity are essential aspects of any program designed to develop a school as a social center. The school as a social center must provide at least a part of that training which is necessary to keep the individual properly adjusted to rapidly changing environment (JU, 2011).

If the school works for the school communities' life change, the community considers the school as their center of development and improvement. Due to these the school professionals must identify the problem of the society and give possible solution make them the partner of the community and it is one possible way of the creation of smooth school-community relation. Connecting this MOE (2010) states that long term vision of transforming the Ethiopia in to middle income country stage can be fulfilled when schools can serve as a community center because the school is the area where innovation can be fabricated and transferred to the society. To succeed this huge vision every school should have to create strong and smooth school-community relation for transformation.

2.6.2 Integration of School to Community Life

Integrating of school life is not a simple task but the community's attempt to think with community is inevitable because unless the school attempt to integrate to community life it is difficult to succeed the schools objectives. On the other side the school objectives are failed and the school community relation becomes deteriorated. Thus find action step to help, build family and community integration with their communities.

To integrate school-community life, (Davis, 2000:6; JU, 2011; Tylor and Adelman, 2003) states that different action to be taken. Create an environment in which parents feel valued and welcome and that is culturally sensitive including developing supportive mission and policy statements. Hiring and training a family coordinator to act as a liaison between families and schools coordinate family activities. Disseminating information on school reforms, policies, disciplines, procedures and assessing tools and school goals and include parents in any decision making process.

In addition, linking parents to program and resource, within the community that provides support services to the families. That is to create an information and resource center to support families with training resource and adult learning opportunities. Furthermore,

readjusting meeting program; with parents and communities at least twice in a year. Communicate with parents regarding positive student behavior and achievement rather than miss behaving or failure. Finally develop partnership with local business and service religious groups, seniors groups and law enforcement to advance student learning and schools and families.

Efforts are fittingly used for creating better out-comes for the community and young people; the number of contact increasing and the school and professional personal take on new importance when staff members identified the social and civic life of the community relation program (JU, 2011).

According to Araya (2007) school exist in the heart of each community. School community links are a mutually beneficial relationship in the school “calling community in to school is right but going to community is the right” the traditional way of leading should have to be changed in to the modern ones. In 12th century’s leaders were impossible to led the society by calling them in to the school but going to them is the modern thinking (integration of school to community life) (British council, 2013).

2.6.3 Community Involvement in the School

Current researcher reveals that that there are many different activities that connect families and schools. Often these activities are quite different from each other, yet they are lumped together as parent involvement or school-family connections (Jordan and Orozco, 2001). The goal of any kind of activity that attempt to involve community and families in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. The dynamics world needs the engagement of every society in the teaching learning activities of the child (Moe, 2010). Student achievement is positively with parent involvement in school.

Among the various forms of home collaboration parental involvement in school education is often believe as the core to support students learning and development. Parent has the prime responsibility to help their children to have whole personal development of learning. Parental influence on the cognitive, affective, social development of their children is often the major determining factor of children performance in school children Cheng,(2005) [as cited in Meles, 2010].

Dunne (2007) connecting this strong relation and understanding community is the determinant factor to involve community. So for in the community engagement the school administration should have to plan and show the way how they engage, when they engage and the type of action in which they engage to increase the school performance.

There are different ways through which communities can contribute to the education delivery. Among this one is advocating enrollment and education benefit. The other is boosting moral facilities, contributing in labor, materials, and land funds. Moreover, activity attending school meeting to learn about children's learning progress and classroom behaviors. In general, following all activities behind and in front of their child's success to realize these (Sharma, 1992) states that participation in itself is a form of education. This and other factors that make the way the school the surrounding community involvement in the school also may create or develop positive school-community relation.

The community participation time should to be determined by the school board and the school principal and endorsed by community participate conference for the legal issue. This means the school community involvement time should be limited by day, week, month and year due to strong and positive involvement to succeed the common children learning goal. Members of the community can be involved in the identification and analysis of community problem, contraction possible solution and investigating information about them, when developing and implementing plan of action and for the ongoing review and final evolution of the project both program and process

2.7 Mechanism being used for Mobilizing Community Participation in Education

Community mobilization contributes to educational delivery through various channels. Where community participation is secured at the maximum, it helps in advocating enrolment and education benefit boosting morale of school staff; raising fund: ensuring students' regular attendance and completion. There is also a need to be precise in how we are currently measuring outcomes, in order avoid faulty generalizations and conclusions and to clarify the sometimes conflicting evidence about the impact of participation. In order to advance, the field must continue to explore new methods for capturing the processes and outcomes of these continue to explore new methods for capturing the processes and outcomes of these complex infractions between schools, families, and communities. The objectives of this basic research question are to investigate the solution to improve the school-community relation to the school

success. No one contract the significances of smooth school community relation in the school setting. For the partnership to occur educators must the school and the home share responsibility for children's learning; the relationship is based on mutual respect and acknowledgment of the assets and expertise of each member. As an extension of this partnerships, schools can emphasize a board base of community involvement. When partnership, schools can strategies for, promoting effective school-family-community partnerships, the result is improved learning for all students and strengthened schools, families, and communities.

According to Jordan (2001) in order to gain a full picture of the impact of the participation there are different outcomes. These are out-comes for student, out-comes for school and out-comes for families and communities. There are different out-comes for school and out-comes for students, among these, positive academic achievement; other achievement in school that means successful transition of students from special education to regular classes. Social functioning increase in such area, motivating, positive interrelationships between student and teachers, inter all school community participation becomes participation become high and the out-come of the students becomes are progressed. Creating, networks of support between stakeholders, families, schools and institutions.

Concerning out- come for school, there are different out-come. School reforms; efforts community in the reforms, as reform advocates, as full partners in reform efforts and as participant in reforms. School climate; better school climate and more open culture increase the school outcome. Access to recourse partnership between school and professional institution such as business and universities and foundation have found great benefits to school in the form of increases access to resource and knowledge. Increased instructional capacity and curriculum development is greatest benefit to school of developing these partnerships (Jordan, 2001). For families and communities, there are different out-come. Changes in skills knowledge, and beliefs; several studies documented those family attitudes toward education and their understanding of schools improved as result of involvement. Acquisition of resources; community organizations can acquire new resources as a result of their relationship with the school, such as use of school facilities. Increased civic capacity and community development schools can serve places where the public can come together and be involved in decision-making that impact their community (Jordan,2007).

Effective school outcome encourages community to participate in all school affairs. Therefore to score standardized outcome the school representatives must be participating community, participating in leadership and increasing community understanding on the practice of the school may increase the school outcome.

2.8 Strategies to Enhance School Community Relation

Strategies to enhance positive school community relation (Adelman and Linda, 2007) stated that different actions to be taken. Engaging and, promoting the community interest and encouraging their participation in the operation of the system; gathering information about community attitudes opinions and perception towards the school system and its program and report them to the local government officials and board to providing, honest, continuous and comprehensive flow of information about the policies, procedures, programs, problems and progress of the school system to the community and the staff.

Establishing a standing communication committee to research, develop, implement and evaluate school-community relations communications efforts through use of a communicates with the school systems public school use available media as appropriate; developing program in the school that will integrate home, school, and community in meeting the school board and the school staff. Furthermore, developing a climate that attracts good teachers and encourages staff to strive for excellent in the educational program; anticipating and forestalling problems that are brought about by lack of understanding and evaluating past procedures in order make improvement in future communications.

Finally, it is vital to evaluate strategies to determine if the desired result is being achieved. The original goals of the involvement program should be used to establish indicators of access, and these in these indicators can be developed for every aspect of the program. The evaluation process should be continuous throughout the program, not only at the end of the school year. By evaluating progress on a constant basis, ineffective strategies can be changed to better address involving needs. Goals and objectives can be refined if assumptions made at the beginning of the program are no longer true (JU, 2011)

2.9 The challenges Affecting the Effectiveness of School Community Relation

The various factors that hold back to the effectiveness of the school community relation can be attributed to different stakeholders in the education system. This includes the leading style of the school administration, students linking need of the school with his/ her parent, teacher's

instructional way of the curriculum, and the representatives of the communities (PSTA, KETB) perception toward the school to lead, discharging their responsibilities effectively, the last but not the least is socio-economic background and educational states are some of the most influential factors that affect school-community relation and strength school community participation (JU,2011).

Therefore performing smooth school-community relation is not a simple task. Because the school is the social service generous area simultaneously it is exposure to hurt in the running of activities. Community participation in education and in the other field of development faces a number of negative factors. The influencing factors are different from place to places and it depends on the educational; status, the economical level and technological progress of the community. Studies show that social coherence, neighborhood stability, and the character of the communities from which students are drawn are some of those factors that can affect the relationship between family and community involvement and its many outcomes.

According to Jordan (2001) therefore are different factors that apply to school situation. Parenting style and how parent their children interact. The other is parents' sense of their effectiveness as a parent and idea of their approach role in their children's education. Next there is lack of awareness of community in strengthening school-community relation. There are also do cultural and demographic factors. Furthermore, student characteristics such as attitude towards school and school and behavior in school, as well as student's level of intelligence, school policies that encourage or discourage involvement. Finally, social, economics, geographical, and political context in which the school operates.

As Bradley, Porting, Alejano, Knapp, and Marzolf, (2007) maintains that today's schools face new and greater challenges. Among these challenges increased accountability for learning outcomes, both traditional subjects matter outcomes, such as literacy and mathematical skill, and emerging skills such as those related to technology and participation in a global economy. Complex social environment that reflect a society characterized; by sustain economic, racial, ethnic, and language diversity. The other challenges are an educational landscape that is constantly changing, with new technology and waxing and-waning resource to support the work of school; polarized public opinion about the and place and purpose of public education in American society.

Jordan, Orozco and Averett (2001) also stated that, factors have effected how family and community connections are currently defined in research and practice: role perception and school centric practice.

Difference in perceptions of appropriate roles stakeholders (educator, parents, community members, students) may have opposing viewpoint about what constitutes involvement and what their roles should be. The school-centered definition of family and community involvement teachers tended to view a parent's role as support for academic achievement while parents viewed it as a means of supporting the total well- being of child (i.e., social and moral development). Schools have largely been in the position to define what family and community involvement is and what the outcomes should be.

2.9.1 Challenges of Community Involvement in School

Challenges are inevitable in social organization where it is and whiter lever the administrative educational level and organizational culture is, the administrative body of the organization or school should have plan to prevent or ready to curer the community with verity of prior experiences the school, social cultural other conflicting pressures and expectations generally mobilization of community itself complex activity because the activity is related to the behavior and nature of human being. The nature and the different behavior of human being affect the school community relation (Bottery, 2004). Involving communities in the education delivery requires facing and taking a number of challenges as crueller and harriers facing and talking a number of challenges. As crueller and Harrison, (1998) [cited in JU, 2011) articulate participatory approaches leaned to overlook complexities and questions of power conflict with communities. In attempts to understand factors that prevent communities. In attempt to understand factors that prevent communities from being involved in formal education (Shaffer, 1992) found that the degree of community participation is particularly low in socially and economically marginal regions. There is lack of appreciation of the overall objectives of education these shows that challenges vary from stake holder and community to community, it depends, different situations and community structures (homogeneity) heterogeneity) because each group has their own vision to achieve the common goal of increasing educational access and improving quality. Number of child and the life expectance of the family also affect the community (Bottery, 2004).

This means that not all parent, community members are willing to get involved in school activities, some have had negative schooling experience themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kinds of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they can't afford to lose their economical labor by sending their children. Even though they see the benefits, to send children to school but opportunity costs are of times too high to pay, so all schools have been provided with a well-articulated code of conduct to be observed by teachers, students and the school community at large (UNCEF, 2010).

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter presents the methods used to generate data for the study. It describes the study site and population, sources of data, data collection instruments, procedures of data collection, sampling design and sample size, methods of data analysis and ethical issues.

3.1 Researcher Design

The design of this investigation was descriptive survey design; the descriptive survey were selected because it has helped to collect data in order to answer questions concerning the current status of subject exists in the study area and enabled the researcher to have access to multiple methods of gathering information (Andreon2007). Thus, the researcher employed descriptive survey to the target of the study.

3.2. Study Site and Population

The target population of this study was taken from five primary schools of principals, Supervisors, Teachers, PSTA, KETB member's students of Tello. The total number of primary school in woreda was found to be 30, number of teachers 170 and numbers of students 22,174 based on (2015) statistics of the woreda education office. Out of the above explained population for this particular study a sample of five primary schools, 35 PSTA, 25 KETB, Teachers 35, 25 Students, 5 primary school supervisors from five primary schools was taken to carry out the analysis and data interpretation on school communities relation in some selected primary schools of Tello woreda, Kaffazone, Southern Nation Nationalities and Peoples' Regional State. The result of these findings reflects the internal and external factor that influences community participation towards assuring quality education in Kaffa Zone Tello Woreda.

3.3. Sources of Data

Both primary and secondary data sources were used to collect data for this study. The primary data was obtained from those the direct actors in the process of school community relationship and thus happen to be original in character. The primary source of data for this study included primary school supervisors, principals, parent teacher association members, kebele education and training board and student and teachers. These sources were believed to be delivered adequate information and knowledge about the factors affecting the school community relation

because they were authorized to run the education system and were responsible to create smooth school-community relation to promote students achievement.

The secondary data on the other hand, were those which have already been collected by someone else and which have already been passed through the statistical process were used as a source of data. The secondary source of data for this study included relevant documents (minutes, annual reports and other sources which were related to school community relation) would be consulted as secondary source to supplement the data gained from the respondents (Kothari, 2004).

3.4 Sample Size and Sampling Techniques

Simple random sampling technique was used to select 5 primary schools for this study out of 30 primary schools in the study site. The respondents of this study were 5 principals, 35 PTAs, 25 KETBs, 35 teachers, 25 students, and 5 primary school supervisors. Therefore mentioned respondents were selected to provide appropriate information for the study as it was believed that they could forward reliable and accurate data of their communities.

Table 1: categories of respondents, sample size sampling technique and their percentage.

No	Type sample	Total population	Ratio %	Sample Size	Ratio %	Sample Technique
I	School	30	100	5	16.7	Simple random sampling
1	Principals	5	100	5	100	Availability
2	PSTAs	35	100	35	100	Availability
3	KTEBs	25	100	25	100	Availability
4	Teachers	170	100	35	20.6	Simple random sampling
5	primary School supervisor	5	100	5	100	Availability
6	Students	25	100	25	100	Availability
	Total	295	100	135		

Source: Telloworeda Kaffa Zone educational department report (2015).

3.5 Data Collection Instrument

The relevant data for this study was collected through different instrument such as questionnaire (closed ended and open ended), semi-structured interviews and document analysis

Questionnaire: The questionnaire was consisted mainly close ended and few open ended items, because the close ended question was chosen as it provides greater fact that it was easy to process (Kothari, 2004). The researcher was developed the questionnaire and dispatched for teachers and students' councils, after translating the language in to Amharic language to have clear communication with them. This is because students, supervisor and school principals could have detailed information than others. The researcher was used close ended Questionnaire to collect data from school principals and teachers. Questionnaire helped to get large amount of data from large number of respondents in a relatively shorter time with a minimum cost. Similarly, due to the samples are large in number, so interviewing all of them would be unrealistic. Closed-ended questionnaires can be answered more easily and quickly by respondents (Ary. et al., 2006). The researcher was used Close-ended questionnaire that consists of a set of questions presented to a respondent for answers. The, questionnaires was

prepared in English language and administered to sample teachers, sample cluster center principals and sample cluster supervisors with the assumption all samples can as much as can understand to respond.

Interview: The investigator had collected the data personally (face to face) from the source concerned. The types of questions raised during interview were that it has helped to draw out, views, opinions, problems and expectations concerning the issues. The interview was conducted for PSTA members, and KETB members. Interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind what they think or how they feel about something”. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions were conducted to Telo Woreda Education Officers and cluster supervisors.

Document analysis: To strengthen the information obtained through questionnaire and interview the investigator analyzed documents such as; meeting time, supervision comments and source that were related to school-community relation to secure information that could not be obtained through questionnaire and interview. The investigator the data was collected through organized check lists by assessing documents. The advantages document analysis was it have a relative speed and low cost when we compare with primary sources of data.

3.6.Procedure of Data Collection

There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher. The researcher was go through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. For ethical clearance, the researcher directly was go to certain primary school that are not included under as sample for the study, the researcher has made an agreement with the concerned pre-test participants, then researcher was introduce his objectives and purposes about to pre-test the data gathering instruments. Based on the result of the pre-testing question, items that appeared to have lack of

clarity was modified and the other question which was considered to be irrelevant was cancelled.

The already prepared lists of open ended and closed ended questionnaire provided for principals, students, teachers and supervisors so that the responses obtained from them collected, clarified, organized, interoperated and analyzed for searching solution for this particular kind of researchable problem. The result obtained from interview of principals, supervisors PSTA, KETB was also used as additional source of information for further data analysis. The main causes for the low school community's relation in the selected study areas was ranked based on their priorities and the solution for the problems was setted based on their rank. For the causes which has perceived as a causes for low school communities relation by majority of the respondents was ranked first and a due emphasis was also given by the researcher in searching for solution for the already identified causes of the problem. All the ranking procedures were carried out by percentile basis out of total sample respondents. At the end of all aspects related to pilot test, the researcher was contacted a sample teachers and students for consent. Then the final questionnaires were administered to sample school principals and sample teachers. The participants allowed to give their own answers to each item independently and the researcher closely assisted and supervised them to solve any confusion regarding the instrument. Finally, the questionnaires were collected and made ready for data analysis. On the other hand, the Woreda Educational officers and cluster supervisors were interviewed, to minimize loss of information, the interview was carefully recorded with tape recorder and was written in a notebook during interview. Finally, all the data collected through various instruments were analyzed and interpreted.

3.7. Methods of Data Analysis

The goal of data analysis was to describe accurately what happened in the data both quantitative and qualitative data analysis methods was employed in order to answer the research questions and to attain the objectives of the study. Based on the nature of item and variable, different statically treatment of data was employed.

The respondents' background (sex, educational qualification, position/group other personal background) was analyzed using percentage. The data gathered through liker scale (strongly agree, agree, undecided, disagree and strongly disagree) was tabulated in terms of frequently, percentage, one sample t-test (to compute the proportionality of individual response of the

items). Data gathered through interview and open-ended questions were analyzed by using description or by words qualitatively. The data from related school document (meeting time documents, reports, supervision and others) were gathered and analyzed qualitatively by applying narrative and descriptive methods.

3.8. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared, and then the researcher was developing under close guidance of advisor, who was involved in providing his inputs for validity of the instruments. The respondents of the pilot test were not including in the main study. Based on respondent's response additional, omission and modification of question were undertaken. Cronbach's coefficient alpha was used to check the reliability of the collecting instruments. Moreover, the questionnaires were pilot tested at Yema primary school teachers (5) and (2) students from Yema and Dacha schools.

Pilot study was conducted in Yema primary school of 5 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides this, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS 16 computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

The questions What is the practices and challenges of school-community relation in the primary school management a case of kaffazone, Telloworeda? 8 and reduced to 6, To What are the major activities that the community participates in school-community relation affairs in the sample schools? 8 questions were initially prepared and finally reduced to 7, and question regarding what mechanisms have been used for mobilizing community participation in the sample schools? Were 5, question added finally become 6, and what are the key factors that negatively affect the effectiveness of school-community relations in the primary schools of

TelloWoreda?Item there were 10questions modified and corrected finally become 8questions were ready for final distribution. A reliability test was performed tocheck the consistency and accuracy of the measurement scales. As the table below shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Tech-Hong &Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. So under here Cronbach's Coefficient alpha final result shows that 0.73 this shows that the questionnaire were internally consistent.

Table 2: Reliability test results with Cronbach's alpha.

No	Detail description of the title of the questions (Variables)	No of Items	Reliability coefficient
1	What is the current status of school-community relation in the primary schools of kaffa zone,Telloworeda?	6	.726
2	What are the major activities that the community participates in school-community relation affairs in the sample schools?	7	.756
3	What mechanisms have been used for mobilizing community participation in the sample schools?	6	.738
4	What are the key factors that negatively affect the effectiveness of school-community relations in the primary schools of TelloWoreda?	8	.703
Total Reliability coefficient		27	0.73

3.9. Ethical Issues

Planning researcher work involves human participants, it was important to consider the ethical guide lines design to protect the participants (Gay, 1992:95)

Hence in this study a particular consideration was given to ethical principles that are developed by different researchers (Johnson, 2012:95; Anderson, 2007:17-20; Kothari, 2004:84). Participation in the study was voluntary and anonymity was assured. Participants were informed in giving approach right data for the study their appropriate data for the study their opinion were treated as confidential with the return of the questionnaire.

Thus, in this study ethical issue was based on the consent of all respondent and it was also a moral based for each respondent and other participant in study. In addition the researcher tried to cite or acknowledge the work of others through citation in the text and inclusion of the first of the source used.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data gathered through questionnaire, interviews and documentary analysis on the factors that affect school-community relation in selected primary schools of kaffa zone, southern nation, nationalities and people's regional state. An attempt was made to present and discuss the collected data in light of the basic research questions raised in the first chapter.

School-community relation is an important aspect that determines school effectiveness. It should be the school governing bodies (principals, teachers, students and the primary school supervisors) that they are the vital to create strong school-community relation. For this fact, teacher (N= 35), and students (N=25), total of (N=85) were participated. A total of (N=85) questionnaires were dispatched and 100% (N=85) were correctly filled and returned.

In addition principals (N=5) and primary school supervisors (N=5) were interviewed, as well as to secure the response of the questionnaire and the interviewed documents (minutes, reports and supervisors comment) was analyzed. To this effect the chapter was organized in to six interrelated sub-sections such as background of the participants, the current status of school-community relation, the major areas of community participation in school affair, mechanisms of mobilizing community in school, factors affecting school community relation and the measures to be taken by the school management of to improve school-community relation.

The frequency distribution, percentage, the mean standard deviations was organized using, statistical package for the social science version 20, one sample t-test was also computed for each respondent groups and presented in consecutive tables. For the sake of clarity and to minimize the redundancy of presentations the investigator was merged strongly disagree (1) and disagree (2) in to disagree (1) whereas agree (4) and strongly agree (5) and the neutral undecided into (3).

This was followed by the interpretation of the results of investigations intertwined with views suggested in semi-open ended questions and interview results. Lastly, the actions to be taken as a solution are also recommended accordingly.

4.1. Background of the participants

To gather the necessary data concerning school-community relations the researcher targeted teachers, students, PSTAs, KETBs, Primary school supervisors and principals the background of the respondents in terms of the tables and interpreted.

Table 3: Participant's background in group, sex, and educational qualification

No	Group	Sex		Total		Qualification in number and percent							
		M	F	N	%	Below grade 12		Certificate		Diploma		BA/BSC/B Ed Degree	
						N	%	N	%	N	%	N	%
1	Principal	5	-	5	100	-	-	-	-	3	60	2	40
2	Supervisor	5	-	5	100	-	-	-	-	-	-	5	100
3	Teachers	30	5	35	20.6	-	-	-	-	3	8.5	32	91.5
4	PSTA	30	5	35	100	18	51.42	2	5.71	15	42.85	-	-
5	KETB	25	-	25	100	25	100	-	-	-	-	-	-
6	Student	20	5	25	100	25	100	-	-	-	-	-	-
	Total	115	15	130	100	126	96.92	2	5.71	21	37.12	39	77.16
	Total %	88.46	11.53	100	100	96.92		1.53	5.71	16.15	28.55	30	

The figure in the Table3, shows that the participants of this research were principals (N=5), supervisor (N=5), teacher (N=35), parent teacher association (PSTA) (N=35), kebele educationand training board (KTEB) (N=25), student's (N=25) and the total (N=120). As can be noted, there is no female principals and supervisor, among the position holders of the primary school, while 87.1%(N=135) are males and 12.9%(N=20) females; on the other side male occupies the whole position, that means in primary schools the highest number of teacher were males; this shows that the limited numbers and role of females in secondary school-community relation in the position of the sample school. This shows that the female participant to represent the community in school-community relation was very low. Thus, it may need a due consideration

Regarding,females on position of school administration.

Concerning qualification of principals 60 % (N=3) BA/BED and 40% (N=2) MA, 100% (N=5) of supervisors BA, among teachers 91.5 % (N=32) BED, 8.5 % (N=3) diploma among PSTAs 51.48 (N=18) below grade 12, 5.2 % (N=20) certificate 14.3% (N=5) diploma, 28% (N=10) BED/BSC. Among KETBs 30 % (N=15) are below grade 12, 20% (N=10) certificate, 20% (N=10) diploma and 30% (N=15) BED. And 100% (25) student was below twelve grades. According to MoE standard of the primary school principal and supervisor, degree holder were 41.9 % (N=65) and 1.3 % (N=2) respectively the others were below BED level. From this highest numbers of degree holders a teacher takes the highest portion. In other words most of the school administrative lacks the required qualification (masters of art). This shows that most responsible governing body of the school (PSTA and KTEB) was not educated well to lead and guide the school activities.

The investigator expects that low educational background may affect school community relation UNESCO (2002E.C) (as cited in Yisihak, 2011:51) states that some school principals and teachers degrade the capacity and contribution of the PSTAs and KTEBs members in decision makings. Qualification is expected to do the right things.

4.2. The Current Status of School Community Relation

School community relation depends on the degree to which all school community representatives develop the school status toward positive and cohesive interconnection to coordinate the school. Every school-community has its own status which related with the background of its local community and the country in which they live. So as to that, the respondents were allowed to the agreement levels in the Likert-scale. The result is presented in the following table.

Table 4: The current practice of school community relation (n=145)

No	Areas of school community relation	Respondent	Disagree		Undecided		Agree		Mean	SD	t-test	Sig(tailed)
			N	%	N	%	N	%				
1	School activity is intergraded with all school community	Teachers	32	91.6			3	8.6	1.69	.867	-8.97	.000
		Student	24	88			1	4	1.24	.663	-13.26	.000
		Total average	56	90.4	3	2.04	10	6.8	1.52	.789	-10.69	
2	Community support the school	Teacher	29	82.94	4	11.44	2	5.7	1.83	1.38	-5.01	.000
		Student	23	92	1	4	1	4	1.48	1.32	-5.72	.000
		Total average	61	92.48	4	2.72	5	3.4	1.45	1.01	-10.78	.
3.	Community shares school responsibility	Teachers	30	85	3	8.6	2	5.7	1.31	.471	-21.7	.000
		Student	23	92	1	4	1	4	1.72	.980	-6.53	.000
		Total average	53	89	6	4.08	8	5.44	1.57	.831	-12.01	
4	Parent and community members are part of the problem solving	Teachers	32	91.52	1	2.86	2	5.7	1.8	.933	7.60	.000
		Student	22	88		-	3	12	1.6	1.41	-4.95	.000
		Total average	55	91.52	4	2.72	9	6.12	1.66	1.04	-8.48	
5.	The school administrative progressively work to strength school community relation	Teachers	34	97.24			1		1.43	.778	-11.95	.000
		Student	22	88	1	4	2	2.9	1.4	.500	-16.00	.000
		Total average	56	95.88	1	.68	3	2.04	1.53	6.87	13.47	
6	Community involves in supplying educational facilities	teachers	29	82.94	1	2.86	5	8.6	1.86	1.19	-5.67	.000
		Student	23	92			2	8	1.28	.458	-18.76	.000
		Total average	61	91	1	.68	12	8.16	1.5	.731	-14.64	

N.B (N=145, significance difference at $\alpha=0.05$ degree of freedom 144)

The data in table 4 item one shows that 91.6% (N=32) teachers, 88% (N=24) students, 88.6% (N=31) PSTAs and 90% (N= 45) KETBs respectively responded disagreed, whereas 8.6% (N=3) teachers, 4% (N=1) students, 11.44% (N=4) PSTAs and 4% (N=2) KETBs correspondingly responded agreed that school activity intergraded with all school community in its current status of school community relation. For the same item, the mean (1.69) of the teachers, (1.24) of the student, (1.57) of the PSTAs and (1.58) of the KETBs and the standard deviation (0.867) of the teachers, (0.663) of the students, (0.87) of PSTAs (0.758) of KETBs and the one sample t-test value ($t=-8.971$, $p<00.0001$, -13.266 , $p< 00.0001$, -12.79 , $p<00.0001$) the teachers, students, PSTAs and KETBs for all the respondents found statically significant. This means that the majority of the respondents strongly disagreed respectively that the school activities integrate with all school- community. From semi-open-ended questions participants realized that in the current of school community relation found low. This shows that the school-community activities were not integrated.

In the same table, 4, 82.94% (N=29) teachers 92% (N=23) student, 91.5% (N=32) PSTAs and 82% (N=41) KETBs responded disagreed. This show that the community did not support the school also did not support the community. For the same item, the mean and standard deviation of teachers (1.83, 1.38), students (1.48,1.32), PSTAs (1.57,0.884), KETBs (1.4,0.495) respectively responded agreed that the community supports the school and the school supports the community.

The interview responses from primary school supervisors and principals on the issue of current status of school- community relation about the integration of school-community activity, the school and community support each other, the interviewed expressed that in the research area the school activities were not much integrated but it was founded only for legal issue and by pressure of the local governments.

In addition the documentary analysis on staff meeting minutes, school minutes on the agenda of school problems supports the above explanation. This shows that the low interaction of the schooland community to support each other. Connecting to this Musaazi (1992:240-241) clearly indicates that the relation between school and community was mutual bases and the school definitely needs the community for moral, finical, material and human support, whereas, the community needs the school for its expertise, guidance and academic vision.

Regarding to community sharing school responsibilities, in item three of table 4.2, 85% (N=30) teachers, 92% (N=23) students, 88.66% (N=31) PSTAs and 94% (N=47) KETBs of respondents disagreed that community sharing school responsibilities. The mean and the standard deviations of the teachers (1.31, 0.471), students (1.72, 0.98), PSTAs (1.83, 1.014) and KTBs (1.42, 0.859) respectively are significant below the standard value 3 and $p < 0.0001$. This implies that the school responsibilities are not shared. Accounting to UNICEF (20011) [cited in Ashebir, 2013: 60] community interaction with school was fundamental activity to ensure access to education and have encourage joint responsibility for creating conditions for schools and create awareness about what school community responsibility look like.

The data in table 4 for item four, shows the extent of community participation in solving schools problems, from the respondents 91.52% (N=32) teachers, 88% (N=30) PSTAs and 96% (N=48) KETBs are disagreed. The calculated mean value was (1.8) for teacher, (1.6) student, (1.77) PSTAs and (1.5) KETBs were disagreed and that of the standard deviation of the teachers (0.933), the students (1.41), PSTAs (1.14), and KETBs (0.707) were significance below the standard value 3. This shows that the parent and community school problem solving status was low.

Based on table 4 for item five, 97.24% (N=34) of teachers, 88% (N=22) students, 94% (N=33) PSTAs 98% (N=49) KETBs responded disagreed that the school administrative progressively work to strengthen school community relation. For same item the mean of teachers (1.43), students (1.4), PSTAs (1.6), KETBs (1.62) and standard deviation of teachers (0.778), students (0.500), PSTAs (0.695), KETBs (0.697) and the one t-test value ($t = -11.952$, $P < 0.00001$, -16.00 , $p < 0.00001$, -11.96 , $p < 0.0001$, -14.00 , $p < 0.00001$) is statistically significant.

Generally this indicate that majority of respondents disagreed that the school administrative progressively worked to strengthen school community relation. This implies that the school administrative performance was low to strength school community relation. According to Araya (2007:25) to strength the school community relation successfully administrative taken as their basic responsibility in organizing the community and work to develop open school culture all concerned participants.

Regarding the community involvement in supplying educational facilities based on table, 4.2, item six, 82.94% (N=29) of Teachers, 92% (N=23) of students, 94% (N=33) of PSTAs and 94% (N=47) of KETBs were responded disagree, whereas, 8.6% (N=3) of KETBs responded agree.

This indicated that the low community involvement in supply educational facilities. For the same item the mean and standard deviation of teachers (1.86, 1.19) and students (1.28, 0.458), PSTAs (1.49, 0.781) and KETBs (1.4, 0.495) respectively and the one sample t-test value (-5.67, $p < 0.0001$, -18.76, $p < 0.0001$, -22.86, $p < 0.0001$) is statically significant that the majority of respondent disagreed, that the school- community involves supplying educational facilities. This shows that community involvement in supply educational facilities was low.

As it was also investigated from interview with Primary school supervisors and principals about the current status of school community relation on the basis of community as a source of school educational materials, the strength of school administrative works to the supplying of educational facilities confirmed low, due to lack of awareness, loose relation between school administration and the community, lack of interest to participate in school affairs and limited flow of information from school to their community and in addition analysis on primary school related document such as staff meeting school minutes, reports currently confirmed that the, ineffective work and insufficient and the only materials and financial support of the community which affects the school status.

4.3: The Major Activities that the Community Allowed to Participates in School

Community Relation Affairs

Community participation refers to important interaction of schools and parent to expand the concept of parental involvement for recognize different ways, families can be involved and to understand the kinds of impact those connections will be made. Connecting to this (Schaefer 1994) states that community participation is the involvement of community in the related decision making and at every stage of school affairs including identification of problems, in the study of school planning, implementation, and evaluation activities. And there are different types of involvement of parents and community, how schools, parent, and community can work productively together. Hence, it is important to understand that the effectiveness of community participation in improving school- community relation in secondary school. The table below attempts to indicate the community participation in secondary school as responded by teachers, the students, PSTAs and KETBs.

Table 5:the major activities that the community allowed to participates in school community relation appears (N=145)

No	Areas of school community relation	Respond	Disagree		Un decided	Agree			Mean	SD	t-test	Sig(tailed
			N	%		N	%	N				
1	Community visit school to consult teachers about their children learning	Teachers	32	91.5	1	2.9	2	5.7	1.43	.815	-10.37	.000
		Student	22	88	1		2	8	1.76	.831	-7.46	.000
		Total average	54	92.4	2	1.36	7	4.76	1.6	.79	-10.22	.000
2	community participate in parent teacher conference or other meeting regularly	Teachers	29	82.9	1	2.9	5	14.3	1.80	1.20	-8.81	.000
		Student	18	72	1	4	6	24	2.20	1.15	-3.46	.000
		Total average	47	80.92	4	2.72	22	15	1.9	1.12	-6.5	.000
3.	Community participates by providing resource (material, financial and counseling in the school).	Teachers	29	82.9	2	5.7	4	11.44	1.77	1.00	-10.45	.000
		Student	22	88			3	12	1.76	1.09	-5.68	.000
		Total /average	51	88.4	4	2.7	11	7.4	1.64	.93	-9.86	.000
4.	Community participate actively planning	Teachers	25	71.5	2	5.7	8	2.88	2.17	1.42	-9.02	.000
		Student	24	96			1	4	1.68	.690	-9.56	.000
		Total /average	99	84	3	2	18	12.24	1.88	1.02	-8.56	.000
5	Community participate actively in decision making	Teachers	31	88.66	3	5.7	2	5.7	1.54	.852	-10.71	.000
		Student	24	96	96		1	4	1.48	.714	-10.64	.000
		Total /average	109	91.12	2	5.7	8	5.44	1.5	.834	-10.64	.000
6.	Community par pâtre actively in taking disciplinary	Teachers	22	62.92	1	4	11	31.46	2.43	1.46	-9.83	.000
		Student	24	96	1	2.9			1.64	.569	-11.95	.000
		Total /average	100	85	85		14	40	1.86	.93	-10.78	.000
7.	Community regularly participates in monitoring and evaluation of school performance	Teachers	31	88.6	88.6		4	11.44	1.77	1.26	-9.30	.000
		Student	23	92	92		2	4	1.80	.816	-7.34	.000
		Total /average	111	92.4	92.4		9	6.12	1.72	.88	-10.45	.000

N.B (N=45 145, significance difference at @= 0.05 with degree of freedom 144)

Note:- DA= Disagree, UN= Undecided AG= Agree

On table 5 items one asked the question, whether the community visit schools to consult teachers about their children learning or not.

Among the teachers 91.5% (N=32), from student 88% (N=22), from respondents disagreed. The mean of teacher (1.43), those of the students (1.76), and that of the standard deviation of the teachers (0.815), students (0.831), and respondents disagreed that community visit schools to consult teachers about their children learning.

The one sample t-test value of the teachers, students, were valued (-10.373, -7.46, -10.49 and -12.39) respectively is significance below 3 and $p < 0.001$ is statically significant that majority of the respondents disagreed that the community has visited school to consult teachers about their children's learning acuties in the school.

This shows that community does not voluntarily visit school to consult teachers about their children learning. According to Glickman (2005:35) [as cited in Abera, 2011: 22] many parent are unable to visit schools on regular basis due to work schedules and weak relation. In addition to these a periodically community members may visit schools within the division. The purpose of this visit will be to maintain contact with building employees and increase understanding of actual educational practices. Unless it may affects the school-community relation inversely.

In the same table 5 item two, among the teachers 82.9% (N=29), students 72% (N=18), were disagreed. On contrast, 14.3% (N=5) of PSTAs and 14 % (N=7) KETBs agreed that the community participate in parent teacher conference or other meeting regularly. For the same item the mean and standard devotion are (1.8, 1.2) of the teachers (2.2, 1.15) students, (1.83, 1.09) PSTAs and (respectively was that the majority of the respondent disagreed that community participation in parent teacher conference or other meeting regularly. This implies that community participation in parent teacher conference was low.

As indicating in item three Table 5 regarding to community participation by providing resource 82.9% (N=29) and 94% (N=47) of the teachers, students , respectively responded disagreed that the community participates by supplying resource materials, financial and counseling in the school. For the same item the mean and standard deviation of the teachers (1.77, 1.00) and student t-test value (-10.45,-5.68,-, $p < 0.0001$) is statistically significant that majority of the respondent disagreed consecutively that the community participates by providing resource material, financial and counseling in the school.

This shows that low community participation in providing resource material and counseling the school. Connecting this Taylor and Adelman (2000: 124) expressed that potentially a range of areas in which communities can be involved in education, from mobilization of resource and constructing classrooms to supporting the development of curriculum and design of policy.

As it was indicated in table 5 item four, 71.5% (N=25) teachers, (96 % (N=24) students 82.94% (N=29) respondents disagreed while among the teachers 22.88% (N=8), students 4% (N=1), respectively responded agreed that the community participates actively in planning. For the same item the mean value of the teachers (2.17), student (1.68), the standard deviation value of the teachers(1.42), students (0.69) the t-test value (-9.02, $p < 0.0001$, -956, $p < 0.0001$) is statistically significant that majority of the respondents disagreed respectively that the community participates actively in planning.

In addition to the data analyzed in the above four items the information was taken from participants of primary school supervisor's and principals interviewed on the major activities that the community allowed to participate in school community relation affairs; by voluntarily sharing responsibilities, visiting schools, participate in parent teacher conference, participates by providing resources. This is due to lack of awareness, limited communication and lack of interest about school performance.

Additionally relevant documentary analysis on school recorded minutes meeting supervision comments indicated low community participation. Similar finding was found from that asserted they are in which community can participate in fund raising; consulting teachers about their children's learning, participating in meeting and planning was ineffective.

In the same table 4.3 item five of the teacher 88.6 % (N=31) and student 96% (N=24), responded, disagreed that the community participates actively in decision making. For the same item the mean value of the teachers (1.54), students (1.48) and standard deviation value of the teachers (0.852), students (0.714) respectively and the one sample t-test value (-10.71, $p < 0.0001$, -10.64, $p < 0.0001$, -9.73, is statically significant that majority of the respondents disagreed consecutively that the community participates actively in decision making. This indicates that community participation in decision making was low.

Regarding table 5 items six of which asked the question, was the community participation actively in taking disciplinary measures. Among the teachers 62.92% (N=25) and students 96% (N=24), have disagreed that the community participates actively in taking disciplinary

measures. For the same item the mean and standard deviation of teachers (2.43, 1.46) and students council (1.64, 0.569) respectively and the one sample t-test value below the value 3 and $p < 0.001$ is statically significant that majority of the 4 respondents disagreed, that the community participates actively in taking disciplinary measures was low.

Regarding item seven on table 4.3, of the teachers 88.6% (N=31), of student 92% (N=23) responded disagreed that the community regularly participates in monitoring and evolution, whereas, among the teachers 11.44%(N=4), the student 4% (N=2), the PSTAs 5.7% (N=2) and KETBs 2% (N=1) respectively responded agree.

The mean of the teachers (1.77), of students (1.80) the standard deviation of the teachers (1.262), student (0.81600) was that the large numbers of the respondents disagreed respectively that the community regularly participates in monitoring and evaluation.

Further more information was obtained from primary school PTSA and KTEB interview about the major community participation areas min planning, decision making, taking measures and monitoring and evaluation of school performance indicates:

.....due to skill and knowledge gap in the side of community representatives, loose relationship, lack of courage and confidence they were not participate properly. The principals unable to capture the attention of community in to participating in the school activities.....

As well as relevant documentary analysis such as a staff meeting records, PSTAs and KETBS minutes and reports suggested that school community participation in the primary school procedures of monitoring and evolution was very low. This pointed out to conclude that community participation from inception of planning to monitor and explained that community lacks the experience to support school and relevant skills to monitor the use of school community performance.

4.4. Mechanisms being for mobilizing community participation in education

Mechanisms are those methods and techniques that facilitate the mobilization of community participation in primary schools to improve school-community relation. Community mobilizing contributes to educational delivery through various channels. Where community participation is secured at the highest, it help in advocating enrolment and education benefits boosting moral of school staff; raising fund; ensuring students' regular attendance and completion (Jordan,

2001:17). To this end the table below attempts to explore the strategies to the mobilization of community participation in the school.

Table 6: Mechanisms being used for mobilizing community participation in education (n=145)

No	Areas of school community relation	Respondent	Disagree		Undecided		Agree		Mean	SD	t-test	Sig(tailed)
			N	%	N	%	N	%				
1	Through encouraging community	Teachers	3	8.5	1	2.9	31	88.6	4.49	1.011	8.69	.000
		Student	5	20			20	80	4.16	1.546	13.45	.000
		Total average	8	13.6	2	1.4	51	83.6	4.36	1.2	10.15	
2	Creating strong collaboration	Teachers	2	5.72	2	5.7	31	88.6	4.43	.948	8.91	.000
		Student	5	20			20	80	4.04	1.338	15.09	.000
		Total average	7	8.16	2	1.4	51	89	4.41	1.01	12.10	
3.	Through participation in leadership	Teachers	3	8.6	2	5.7	30	85.8	4.29	1.017	7.48	.000
		Student	2	8			23	92	4.44	1.121	19.80	.000
		Total average	5	6.12	5	1.4	53	80.2	4.43	.96	12.6	
4.	Fostering continuous awareness creation	Teachers	3	8.6	2	5.7	30	85.8	4.34	1.027	7.73	.000
		Student	5	20			20	80	4.16	1.546	13.45	.000
		Total average	8	12.92	3	2.7	50	83	4.31	1.2	9.56	
5.	Increasing community understand on the need and practice of school	Teachers	2	5.7	1	2.9	32	91.5	4.46	.919	9.38	.000
		Student	3	12			22	88	4.32	1.31	16.43	.000
		Total average	5	8.16	1	0.68	54	89.7	4.46	.950	9.07	.000
6.	Delegating decision making power to the stakeholders	Teachers	2	8	2	5.7	31	88.6	4.6	..950	9.07	.000
		Student	1	4	1	4	23	92	4.36	.86	25.34	.000
		Total average	3	10.88	3	1.4	54	86.3	4.36	1.03	13.19	

N.B (N=145, significance difference at $\alpha=0.05$ with degree of freedom 144)

Note: - DA= disagree, UN= undecided, Agree

As it was observed in Table 6 of item one, 88.6% (N=31) of the teachers, 80% (N=20) students, 80% (N=28) responded agreed that encouraging community is the methods being used to mobilize community in school, whereas, 8.5% (N=3) of the Teacher, 20% (N=5) students, 20% (N=7) responded disagreed.

The mean (4.49) of the teacher, (4.16) of student, (4.20) and the standard deviation (1.011) of the teachers (1.546) of student, (1.451) and the t-test value ($t=8.695$, $p<0.0001$, 13.454, $p<0.001$, 4.89, $p<0.001$) is statistically significant that majority of the respondents agreed respectively that encourage community is the methods being used to mobilize community in school. This implies that encouraging community is the possible way of community mobilization.

As it also seen in table 6 of item two among teachers 88.6% (N=31), from students 80%(N=20) the respondents agreed that creating strong collaboration with school and community is the mechanisms of mobilizing community. The mean (4.43) of teachers,(4.04) of students, (4.6) of the standard deviation (0.948) of teachers (1.338) of students, (0.976) of responded agreed that creating strong collaboration to the school and community is one of the mechanism of community mobilization. The primary school supervisors and principals' interview indicates:

... Collaborating with community vertically and horizontally with governmental and non-governmental organizations, institutions for idea, knowledge, training and education sharing is the major technique to mobilize community in the school. So school governing bodies must be, understanding their surrounding community to collaborate with them to facilitate the school activities.....

Obsa (2010:43) realized that strengthening school- community relationships through sharing a constructive idea for school on the part of community and participating on community life on the part of the school maximizes the two way collaboration.

For the same table, item three shows 85% (N=30) of the teachers, 92% (N=23) and students, 94.3% (N=33) of the responded agree that the participating community in leadership is the mechanism being used for community mobilization.

The mean of teachers (4.29), of the student (4.44) and the standard deviation of teachers (1.017), of the students 1.121, and the t-test value ($t=7.48$, $p<0.0001$, 19.8 $p<0.0001$, 11.24 $p<0.0001$) is statically significant that large numbers of the respondents agreed respectively that participation community in leadership is way to mobilize community in the school affairs.

According to Dunne (2007:48) community participation has been as generally beneficial to school management, school development, the supervision of students and improved community attitudes. Using participatory leadership strategy makes the school community a sense of ownership of the school do not suffer themselves as extended to the school family. This is the one possible way that to foster school community relation in to concrete participation in school leadership.

As we can observe from item four of table 4.4 ,85.8 (N=30) of the teachers 80% (N=20) student, 77.2 (N=27) respond agreed that the school tries to create a continuous awareness to strengthen school community collaboration .The mean value of the teachers (4.34), and students (4.16) the value of the standard deviation of the teachers (1.027) ,student (1.546) and the one sample test value (t=7.73,p<0.0001,13.45,and p<0.0001,5.375,)is statistically significant that large numbers of the respondents agreed respectively ,that school tries to produce continuous awareness occasion to strengthen school community collaboration. This shows that continuous awareness creation is the mechanism of community mobilization. Concerning item five in the table 6, of the teachers 91.5 (N=32) student 88% (N=22) respectively responded agreed that the school increases community understanding on the need and practice of education makes the futurity of the school community relation successful, whereas ,5.7%(N=20 of the teachers ,12% (N=3) student,8.6% (N=3) of the respectively responded disagreed that the school increases community understanding on the need and practice of education makes the futurity of the school community relation successful.

The mean (4.46) of teachers (4.32) of students ,(4.51)and the standard deviation of teachers (0.919),student (1.131),of is that large numbers of the respondents agreed respectively that the school increases community understanding on the need and practice of education helps to plan in the long run of the coming generation. This shows that increasing community understanding on the need and practice of education was the mechanisms of mobilizing community. According to Idaho (2003; 5) to identify the education needs of the community and to relate them to the educational program by learning from the people what they think of their school and what they went school to do.

As far as item number six is concerned the researcher wants to evaluate the practice of delegating decision making power to the stake holders as mechanism to mobilize school

community relation. Among the teacher respondents 88.6% (N=31), of the student respondents 92% (N=23) and of the respondents revealed agree.

The mean of teachers (4.46), those of students (4.36) was indicated. And that of the standard deviation of the teachers (0.950) those of the students (0.86) indicated the one sample test of the teachers (9.074), those of the students (25.342) (14.45) valued significance above 3 and $p0.00 < 0.001$ is statistically significant that large numbers of the respondents agreed. Delegating decision making power to the stake holders is one of the mechanisms to increase the mobilization of school community participation. According to Workneh (2012) [cited in Ashebir, 2013; 56] participating stakeholders in decision making process of the schools is advantageous in creating a sense of greater ownership, morale and commitment among the stakeholders. Another advantage is empowering communities to mobilize resources to enhance the efficiencies of the schools. Connecting to this (USAID, 2005) (cited in Obsa, 2010; 16) local autonomy increases independence and flexibility in decision and operation.

4.5 The Measures to be taken by the School Management to Improve School Community Relation.

The objective of this basic research question is to investigate the solution to minimize the fact that's school community relation to the school success. No one contradicts the significance of smooth school community relation in the school setting. To answer and find the solutions for factors affecting school community relation all of the participants were asked semi-open ended questions, additionally primary school supervisors were interviewed. Thus the responses of the respondents are as follows:

...School representatives should aware the parent and communities how to make good relationship among the parents and the community open panel discussion with parents and communities, motivate parents and communities, invite the parents and communities to the school, developing means of communication and providing comprehensive flow of information, engage the community, promote community interest and to see out-come of the positive school community relation...

This shows that the school governing body keeps people informed about the aim, the need of the school, the program and the condition of the school is vital to improve school- community relation.

4.6. The Challenges Affecting the Effectiveness of School-Community Relation

The factors that hinder the effectiveness of school community relations were attributed from different stakeholders' in the educational system. The causes of those factors are different, thus identifying and knowing them helps to the school-community relation toward positive connection. Due to this the investigator focused on the cause of factors that affect school community relation.

Table 7: The key factors that negatively affect the effectiveness of school-community relation (N=145).

No	Factors that affect school-community relation	Respondent	Disagree		Undecided		Agree		Mean	SD	t-test	Sig(tailed)
			N	%	N	%	N	%				
1	Lack of policies that govern school community relation	Teachers	7	17.1			28	80	4.00	1.51	3.90	.000
		Student	3	12			22	88	4.48	1.12	6.59	.000
		Total average	10	13.6	1	.68	60	84.3	4.3	1.19	6.85	
2	Fragmentation of school community function	Teachers	3	2.9	1	2.9	31	88.6	4.31	.993	7.82	.000.
		Student	4	16			21	84	4.20	1.19	5.04	.000.
		Total average	7	10.2	3	2.04	52	86.3	4.45	.897	10.85	
3.	Lack of ways to resolve community problems	Teachers	2	2.9	1	2.9	32	91.5	4.46	.919	9.38	.000.
		Student	3	12			22	88	4.24	1.30	4.76	.000.
		Total average	5	9.52	1.4	1.29	54	4.31	1.04	7.76	1.4	
4.	Intervention /interfering of local education officials in the school community partnership activities	Teachers	1	2.7	1	2.9	33	94.3	4.54	.817	11.17	.000.
		Student	3	12			22	88	4.32	.988	6.67	.000.
		Total average	4	8.16	1	.68	55	89.76	4.47	.919	9.65	
5	Poor leadership of school administrative	Teachers	1	2.9			34	97.2	4.46	.780	11.05	.000.
		Student	3	12			22	88	4.24	1.200	5.16	.000.
		Total average	4	10.2			56	88.4	4.43	.917	9.89	
6	Absence of linkage between school and community	Teachers	2	2.9			33	94.3	4.57	.884	10.51	.000.
		Student	2	8			23	92	4.40	.695	11.92	.000.
		Total average	4	6.12	1	.68	56	91.24	4.48	.787	11.22	
7.	Less awareness and misunderstanding of school mission and vision	Teachers	1	2.9			34	7.24	4.46	.780	11.05	.000
		Student	3	12			22	88	4.24	1.09	5.68	.000
		Total average	4	6.8	2	1.4	56	0.44	4.49	.82	10.77	
8	Absence of proper communication	Teachers	1	2.9	1	2.86	33	94.3	4.6	.812	11.66	.000.
		Student	2	8			23	92	4.4	1.11	6.26	.000.
		Total average	3	4.08	1	.68	56	93.84	4.47	.913	10.19	

N.B (N=145, significance difference at $\alpha=0.05$ with degree of freedom 144)

Note: - DA=disagree, UN= Undecided AG=agree

As it was observed in item one of table 7, 80% (N=28) of teachers, 88% (N=22) of the students, 82.9% (N=29) of the PSTAs and 90% (N=45) of the teachers (4.00), those of the students (4.48), of the and the standard deviation is (1.515) of teachers, (1.122) of the students, and the one sample t-test value ($t=3.906$, $p<0.0001$, 6.592, $p<0.0001$, 11.54, $p<0.0001$) is statistically significant that large number of teachers, students, correspondingly responded agree where that the school has no their written policies in governing school community relation.

As it was also investigated from primary school supervisors and principals interview and school document derived from the current Ethiopia education and training policy and others used as a blue print guide line in the school respectively confirms that the absence of written document derived from ETP that helps to govern school community relation. The school did not have some of the important document blue print, (like ESDPs, NegaritGazeta) prepared by the ministry of educational to facilitate guide the activities of the school. Taylor and Andlman (200:120) states that developing system wide school policy is essential for cohered oversight and leadership in developing, maintain and enhancing comprehensive approach involving school- community- home partnership. As Davis (200:16) establish clear policies about the importance of confidentiality, it is important for all school community to have a clear understanding of the school policies regarding confidentiality. And communities can unite around the shared responsibility of educating youth, and schools are able to develop the number of positive role models community partners can offer varied mentoring experiences to students. In the same table 7, item two 88.6 % (N=31 teacher) 84.21 % (N=21) students, 77.2% (N=27) respectively responded agreed that there is fragmentation of school community function and they do not have sufficient cooperation between school and community.

They mean and the standard deviation of the teachers, students, are (4.31, 0.993) and (4.20, 1.190), respectively and t-test value ($t=7.828$, $p<0.0001$, 5.041, ($p<0.0001$, 16.31) is statically significant that majority of the respondent agreed that there is fragmentation of school community function and they do not have cooperation for the effectiveness of school activity. This shows that the school functions are fragmented. Connecting this Hallahan (2003:51) describes that to minimize fragmentation requires organizations or causes must strive to maintain and strengthen community ties.

Regarding way to resolve complaints of community relation, in item three of table 4.5, 91.5 % (N=32) of teachers, 88% (N=22) students, 91.5% (N=32) of responded strongly agree. This

shows that lack of way to resolve complaints of community. The calculated mean and standard deviation are as (4.54, 0.817) and (4.32, 0.988), correspondingly and the one sample t-test value ($t=11.17$, $p<0.0001$, 10.74 , $p<0.0001$, 10.0) is statically significant that the majority of the teachers and students correspondingly responded agreed on the lack of ways to resolve the complaints of school- community relation. From semi-open ended question it is due to lack of commitment, not at all to think the effect of fast changing world, application of traditional ways of solving conflict as a possibility. Connecting to this Camden (2013:7) maintained that complaints should be handled with in the school through the established channel of responsibilities. If they cannot be resolved at the level of principals it shall referred to the supervisors. This indicates that lack way to resolves complains affects school-community relation.

For table 7 in item four4 among the teachers 94.3 %(N=33), student 88% (N=22), consecutively responded agree that there is interfering of local education officials in the school community partnership activities; whereas a few number of respondents responded disagree.

The mean and the standard deviation of teacher and students are consecutively (4.54, 0.817), (4.32, 0.817), and students, t-test value of the same respondents are consecutively (11.17, 6.67, 10.74 and 10.0) is statically significant that large numbers of the respondents agreed that the intervention of local government officials in the school community activities.

As the information again obtained from primary school principals and primary supervisors interview about the improper interferences of local government confirmed that local education officials, interfering with decision making of school leaders to performs unplanned activities and lack of periodical planned support to the general improvement of the school negatively affects the school community activities. As Dunne et al (2007: 49-50) community participation in schooling is most often challenged through formal bodies such as the PSTA, KETB. Even where these are set up they are often misleading and/ or community involvement in schools and school involvement in the community. And set external relations affecting school process were the reciprocal influence of local government i.e. the role of local government in providing guidance and training and in improving school management and learning conditions, accountability as well as increasing community participation, highlights the significance of local external relations to school process influence, frequently in unanticipated ways on educational service provision and school development.

Based on the data on table 4.5 Item five of the teacher 97.2% (N=34), students 88% (N=22), respectively responded agreed that the school has poor leadership of administration. In contrast, 2.9 % (N=1) of the teacher 12% (N= 3) students 5.7%(N=2) respectively responded disagreed school has poor leadership of administration. The mean (4.46, 4.24, 4.38) and standards deviation (0.78, 1.2, 0.765, 0.923) of teachers, students, consecutively indicates the majority of the respondents agreed that the school has poor leadership of school administration. This implies that the school leadership of administration is poor.

The data in table 7 item six shows that of the teachers 94.3 %(N=33), students 92 %(N=23), respectively responded agreed that the lack of link age between school and community. In contrast, 2.9 %(N=1) the teachers 12% (N=3) students respectively disagreed that the absence of linkage between school and community. The mean (4.57) teachers, (4.48) student, and the standard deviation (0.884) of teachers (1.005) students, and the one sample t-test value (10.51, $p < 0.0001$, 7.36, $p < 0.0001$, 11.92) is statistically significant that the large numbers of the teachers and student respectively responded agreed that the lack linkage between school and community.

Concerning item seven in table 7, 97.24% (N=34) of the teachers 88% (N=22) student, respectively responded agree that the less awareness and misunderstanding of school mission and vision. Whereas, from the teachers 2.9% (N=1), student 12% (N=3), respectively responded disagreed that less awareness and misunderstand of school mission and vision.

The calculated mean and the standard deviation value of teachers (4.46, 0.78), students (4.24, 1.09), respectively and the t-test value (11.05, $p < 0.0001$, 5.68, $p < 0.0001$, is statistically significant that large numbers of the respondents agreed on the less awareness and misunderstanding of school mission vision. Supporting this Glickman, Gordon and Go vita adversely affects the participation of community in school activities from the inception of planning up to the evaluation of school performance. And also lack of community involvement and support in the school affairs affect school mission and vision.

Additionally, the primary school principals and primary supervisors interview on the mission and vision; confirmed that the absences of identified factors affecting school community relation and schools strong and weak sides lack of proper communication, weakly acknowledged schools mission and vision, lack of proper communication, weakly acknowledged school mission and vision, lack of periodical and regular linkage shows that the

absence and weakness of ways to resolve complaints of school community makes the school uncomfortable. This indicates that the community awareness and understanding of the school mission and vision were low.

Based on the table 7, item eight 94.3% (N=33) of the teachers, 92% (N=23) students respondents agreed that the absence of proper communication between school and community, whereas a few of respondents undecided and agreed respectively. The calculated mean and standards deviation of teachers, students are (4.60, 0.812), (4.40, 1.11), respectively and the t-test value (11.66, $p < 0.0001$, 8.46, $p < 0.0001$), is statically significant that the large numbers of the respondents agreed respectively that the absence of proper communication between school and community. This indicates that communication channel between school and community was inefficient.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the presentations of main findings, conclusions and recommendations forwarded based on the findings.

5.1. Summary

Strong school-community relation is the base for effective community-participation in education and progress of the general school teaching learning activities. It also helps for smooth and peaceful connection between school and community, improves students learning, growth, confidences, and future life. On the other hand, the status of the communities' in education determines once own countries socio-economic development, national and international community connection. Because school is being the second home of the child development and it is the place where the universal future life of the child should be shaped and determined. Therefore, without smooth school-community relation, the positive progress of the child is unexpected.

The main aim of this study is to investigate school-community relation and identify the challenges of school community relation in the primary schools of the Kaffa zone.

The collected data were analyzed through frequency, percentage, means, standard deviation, one sample test and quantitatively. On the basis of the analysis of the above procedure, the major findings of the study were summarized as follows:

- As background of the respondents, it was found that there was no (100%) female principal and supervisor. Among the teachers the number of females was small. In terms of qualification most of the school representatives (PSTAs and KETBs) were below the standards of the school.
- The majority of participants (91.6%) of teacher and (88%) of student responded that most of the school did not effectively integrate all school-community activities (service rendering, planning, disciplinary problem solving, periodical discussion, communal supportive service delivery).
- The study confirmed that the school administrators did not persistently work to strengthen school-community relation.

- The findings of the study indicate that the extent of the community involvement in supply resources (material, financial, labor and time) was insufficient.
- The majority of the respondents (82.9%) of teachers and (72%) of student indicated that the local communities did not participate in parent teacher conference or other meetings regularly to discharge their responsibilities and visit school to consult with teachers about their children's learning in school affairs.
- The majority of the respondents (71.5%) of teachers and (96%) of student suggested that communities were not participating actively in school planning, decision making, disciplinary measures, monitoring and evaluation of the performance.
- Again (65%) of the respondents of the study suggested that to improve parental and community participation in primary schools; encouraging, collaborating, fostering continuous awareness creation and through participating in leadership increasing community awareness on the need and practice of school, delegating the decision making power to the stake holders and the school representatives should assist parents and communities are vital.
- Significant number of the respondents (80%) of teachers and (88%) of student agreed that lack of policies (school made rule and regulation) governing school-community relation, fragmentation of school community function and services, lack of way to resolve complaints of school-community and improper intervention of local educational officials seriously affect school-community relation.
- Most of the respondents (94%) of teachers and (92 %) of students believed that absence of proper communication and poor linkage between the schools and community hinders school-community relation.
- In most sample schools as responded by many respondents of the study (97.2%) of teachers and (88%) of student low awareness of school mission and vision and poor leadership are also the factors affecting school-community relation.

5.2. CONCLUSION

Based on the findings discussed above the following conclusions have been drawn.

- The status of school-community relation in the sample primary school is very low. Most of the school activities are not integrated, resource supply by community is insufficient, and community does not participate in meeting and visit school to consult with teachers about

their children's learning regularly. Moreover, community representatives have not fulfilled the requirements of their position; they were challenged to resolve complex problems; all of which affects school-community relation. Because of the above reason the school teachers are not interested to teacher the student voluntary rather than their duty given. The teachers where thought the student in traditional way. The school like is it cannot be encourage in good way the new student.

- The major activities that the community allowed to participate in school-community relation affairs were, not performed well. From the inception of planning up to monitoring and evaluation of the school activities and taking disciplinary measures, community representative's performances were unsatisfactory. The local community involved only when they are asked to provide financial support to school building. Even if the community support financial they do not do voluntary. The school is capable enough to do when they phase problem soon.
- The study showed that mechanisms should be investigated to mobilize school-community participation. According to the respondents to mobilize community in school; the community representatives should encourage, participate in leadership, foster continuous awareness creation, increase community understanding on the need and practice of school and delegate the decision making power to the stakeholders.
- The findings of the study also indicate that there are factors that negatively affect the effectiveness of school-community relation. Furthermore, the majority of the respondents reported that lack of the lack of school rule and regulation (policy), fragmentation of the functions/services, lack of way to resolve complaints and poor leadership expected as factors that affect school-community relation.
- In general data collected from respondents of the study revealed that there must be different possible strategies to strength school-community relation, so from this one can conclude that school representatives, supervisors and principals should aware of how the parents and communities can make an open relationship with the school by arranging an open panel discussion with parents and communities and again invite the parents and communities in school to create a positive school-community relation.

5.3.RECOMMENDATIONS

In this section, the researcher forwards the following recommendations on which the responsible bodies are supposed to act accordingly.

1. To make school-community relation to become smooth concerned bodies like, woreda education office, supervisors and principals must take part to enhance their participation.
2. The school must develop school-community relationship manual in order to achieve and succeed the students result.
3. PSTAs, KETBs, Teachers, students comes with different educational and social background they have a problem of understanding and capacity to play their roles and discharge their responsibilities in school administration. Thus the School should prepare continuous awareness program.
4. If the school-community get trained and apply that skill practically, they will understand the impact of smooth school-community relation on the student's achievement.
5. The school should be open to possible communication with all stakeholders in order to solve information gap between the school-community and create collaborative community function.
6. The strategies to be taken to strengthen school-community relation:
 - 6.1. School leaders, Woreda officials and other concerned bodies should work together and conduct awareness creation programs for parents and community.
 - 6.2. Preparing different exhibitions that show the school performance and the students learning results, semester wise ceremony where school performance is reported to community and a kind praise delivered to distinguished community participants which inspires parents and communities should be occasionally planned and conducted to improving students learning.
 - 6.3. Principals and supervisors should communicate frequently with parents, students and teachers about classroom expectations, school performance, student success and ways parents can be involved creates strong school-community relation.
 - 6.4. School administrative should make parents to feel that they are part of the school-community, as they are kept aware of school events and others important school information.

- 6.5. Woreda education officials and school principals should make parents to involve in leadership and decision making roles, they become more supportive of the school's efforts and they have a better understanding of school issues and priorities.
- 6.6. Often community members are not aware of the positive things that happening in the school, so schools should help community partners to understand the value of school-community partnerships through meeting, inviting them to visit school success, providing them to school facilities and showing the effort of the community in the school.
- 6.7. Members of the governing body of the school (PSTAs and KETBs) must serve as a bridge between the school community as advocating the school activities, alleviating community participation obstacles and creating network of support.
- 6.8. School leaders need to respect the communities' local contributions as manifested in their knowledge, skills and potential.
- 6.9. Supervisors should identify activities that are mutually meaningful and valuable to the school, students, parents, families and community members.
- 6.10 Schools should adopt a school-community relation policy stating the schools Willingness and desire to work in partnership with parents, families and community

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APPENDICES

Appendix A

Adama University
School of Graduate Studies
Educational Leadership and Management Program
Questionnaires for teachers

Dear teachers the main purpose of this study is to collect relevant information on the Factors Affecting School-Community relations: The case of selected primary Schools in Kaffa Zone. The finding of this study believed to be important in identifying possible solutions to the factors. Therefore, your sincere cooperation and objectivity answering the questions is the great importance. Please do not write your name at any parts of this question paper.

Thank you for good cooperation!!

General Directions:-

1. Put “X” mark or write your answer where ever necessary.
2. Please give only one answer for each of close-ended items
3. Read all the instructions before attempting to answer the questions
4. There is no need to consult others to fill the questionnaires
5. Part 1:- Personal background information
 1. Please, write your school name
 2. Sex: - 1. Male ☐ 2. Female ☐
 3. Qualifications 1 below 12th ☐ 2 ☐ ificate 3 Dipl ☐ 4 Bad/Bed ☐
 4. Position 1 principal ☐ 2 Supervisor ☐ teachers ☐ 4 parent student teacher Association ☐ 5 kebele education and training board ☐ students ☐

Part 2:- Indicate your level of agreement or disagreement by circling the appropriate number corresponding to the following scale

1 Disagree

2 Undecided

3 Agree

No.	Items	Scales		
		1	2	3
	I. Issues related to the current status of School-Community relation in the case of primary school in Kaffa zone			
1	School activity integrates with all School-Community			
2	Community supports the school and the schools supports the community			
3	Community shares school responsibilities			
4	Parent and community members are part of the school problem solving			
5	The school administrative progressively work to strengthen school community relation			
6	Community involves in supplying educational facilities			
	II. Issues related to the major activities that community allowed to participate in School-Community affairs			
1	The community visit schools to consult teachers about their children learning			
2	The community participate in parent teacher conference or other meeting regularly			
3	The community participates by supplying (material, financial and counseling in the school)			
4	Community participates actively in planning			
5	The community participates actively in decision making			
6	The Community participates actively in taking disciplinary measures			
7	The community regularly participates in monitoring and evaluation of school performance			
	III. Mechanisms being used for mobilizing community in school			
1	The school, through encouraging community involvement			
2	Through creating strong collaboration with school-community			
3	Through participating community in leadership			
4	Fostering continuous awareness to school-community			
5	Increasing community understanding on the need and practice of school			
6	Delegating decision making power to the stakeholders			

	IV. Issue related to affecting school community relation			
1	Lack of policies that governing school community relation			
2	There is fragmentation of school community function and not having cooperation			
3	Lack of ways to resolve complaints of community			
4	There is intervention/interfering of local education officials in the school community partnership activities			
5	Poor leadership of administrative			
6	Absence of linkage between school and community			
7	Less awareness and misunderstanding of school mission and vision			
8	Absence of proper communication between community and school			

4 Issues related to taken by the school management to improve factors affecting school community relation

4.1.Possibilities of future success

1. Are there factors that affect school community relation?

A. Yes ☐

B. No ☐

2 If your answer is yes for question No 1, what factors are those affect school community relation?

1_____

2_____

3_____

3. Is there possible solution to strength school community relation?

A. Yes ☐

B. No ☐

4. If your answer is yes for question No 3, what are the measures to be taken to strength schools? _____

5 What is the role of school management in mobilizing school community participation?

Justify at list three of the role of school management to mobilize community participation

A. _____

B. _____

C. _____



Appendix B

አዳማዩኒቨርሲቲየድህረምረቃት/ቤት

የትምህርትአመራርናአስተዳደርትምህርትፕሮግራም

ለጥናትምርመራየሚወለድመረጃመስብስቢያለወላጅመምህርህብረት

ለቀበሌትምህርትስልጠናአመራርቦርድእናለተማሪዎችህብረትየተዘጋጀመጠይቅነው፡፡

የተከበሩወምህናየቀትስቦአመራርአካልእንድሁምየተማሪዎችህብረትአመራርአካልይህጥናትበት/ቤትማህበረሰብግንኙነትናደረጃማነቆበመለየትየመፍትሄአቅጣጫዎችንለመጠቀምየተለየጭምርነው፡፡ በመሆኑምከዚህጉዳይጋርቀጥታተያያዥነትያለዉንኃላፍነትእየተወጡየሚገኙበመሆንዎምየእርስዎእምነትየተሞላበትመልስናአስተያየትይህንንጥናትጠጨባጭናትክክለኛያደርጋልተብሎስለታሰበነው፡፡

ስለዚህከዚህበታችለቀረቡትጥያቄዎችየበኩልዎንምላሽይስጡኝዘንድበአክብሮትእየጠየኩኝይህመረጃከዚህጥናትዓላማዉጨለሆነነገርበፍፁምእንደማይዉልአበክሬአረጋግጣለሁ፡፡

1. የ $\times$ ምልክትበመስጠትበተስማሙበትአማራጭታይጠቀሙ
2. ለጥያቄዎቹአንድመልስብቻበመምረጥዎአመለካከትለሁ፡፡
3. ከመልስዎበፊትትዕዛዙንበጥንቃቄየንብቡት
4. ሌሎችንአማክሮመመለስበፍፁምአይቻልም፡፡
5. ክፍልአንድየግልሁኔታንበተመለከተ፡-

1. እባክዎንየት/ቤቱንስም -----

2. የታ 1 ወንድ 2 ሴት ☐ ☐

3. የትምህርትደረጃ 1. ከ8ኛክፍልበታች 2. ሠርተፍኬት ☐ 3. ፒሎማ 4. ☐ ☐

4. ኃላፍነት 1. ር/መምህር 2 ☐ ርሻይዘር 3. መም ☐ 4. ወተመህ ☐ ☐

5. ቀበሌትምህርትናስልጠናቦርድ ☐

6. የተማሪዎች ☐

ክፍል2:-

ከዚህበታችበዝርዝርለቀረቡትጥያቄዎችበተሰጡትመስማማትወይምያለመስማማትየደረጃመለኪያዎች×ምልክትከፊትለፊትከአማራጩበመለየትያመልክቱ፡፡

1 በጭላልስማም

2 አልስማም

3 እስማማሁ

ተ.ቁ	መሥራቶች	መለኪያ		
	በአሁኑወቅትበከፋዞንየትምህርትማህበረሰብግንኙንትሁኔታገኜታጋርየተያያዙ	1	2	3
1	የት/ቤታችንተግባራትየትምህርትቤታችንንማህበረሰብያጣመረከዉ			
2	በትምህርትቤታችንናበትምህርትቤቱማህበረሰብመካከልመልካምየመደጋገፍባህልአለ			
3	የትምህርትቤቱማህበረሰብየት/ቤቱንየሥራኃላፊነቶችይጋራሉ			
4	ወላጆችናየት/ቤትማህበረሰብአካላትየት/ቤቱንችግርበመፍታትግንባርቀደምናቸዉ			
5	የትምህርትቤቱአመራሮችየት/ቤቱንማህበረሰብግንኙነትለማጠናከርጠንክረዉይሰራሉ			
6	በመማርማስተማርሂደትማህበረሰቡየቁሳቁስናየህብረትድጋፍአቅርቦትጠንካራነዉ፡፡			
	II. በት/ቤትዋናዋናየማህበረሰቡተሳትፎአካባቢዎችንበተመለከተ			
1	ማህበረሰቡት/ቤቱንበመጎብኘትስለልጆቻቸዉየመማርሁኔታመምህራነሰየማክራሉ			
2	ማህበረሰቡበት/ቤቱወይይትናሌሎችየት/ቤትጉባኤዎችላይያለምንምመንጠባጠብይሳተፋሉ			
3	የትምህርትቤቱማህበረሰብየት/ቤቱንበቁሳቁስበገንዘብንበጉልበትየግዛል			
4	ማህበረሰቡበት/ቤቱንየመቀድሥራላይበንቃትይሳተፋል			
5	ማህበረሰቡበየአንድንዲዉሳኔአስጣጥላይበንቃትይሳተፋል			
6	ማህበረሰቡበየአንድንዱድስፒሊንጉዳዮችበንቃትይሳተፋሉ			
7	የትምህርትቤቱማህበረሰብበት/ቤትሥራክትትልናግምገምተግባራትላይተሳታፊነዉ			
	III. የት/ቤቱማህበረሰብተሳትፎንከፍለማድረግከት/ቤትምንይጠበቃል			
1	ትምህርትቤቱለትምህርትቤትማህበረሰብየመበረታቻዘዴዎችንበመጠቀም			
2	የት/ቤትማህበረሰብመካከልጠናካራመተጋገዝንበመፍጠር			
3	ማህበረሰቡንበአመራርቦታዎችበመሳተፍ			
4	ተክታታይየግንዛብመፍጠሪያመድረክበማዘጋጀት			
5	ለለትምህርትቤትትግባራትናፍላጎትህበረተሰቡንግንዛቤበማሳደግ			
6	የባለድርሻአካላትንዉሳኔየመስጠትአቅም(ድርሻን) በተገብዉበመስጠት			
	IV. ለት/ቤቱማህበረሰባዊግንኙነትማነቆየሆኑጉዳዮችንበተመለከተ			
1	ለት/ቤቱማ/ሰባዊግንኙነትንየሚያግዙበት/ቤትየተዘጋጁየመተዳደሪያደንብየለመኞር			

2	የት/ቤትማህበረሰብተግባራትመነጣጠልናየለመደጋገፍ			
3	በት/ቤትግጭትአፈታትስልትአለመኖር			
4	በትምህርትሥራእንቅስቃሴላይወረዳአመራርጣልቃገብነት			
5	የት/ቤትአመራርደካማየአመራርስልትመከተልናአደረጃጀትንአለመጠናከር			
6	በት/ቤቱእናበት/ቤትማህበረሰብመካከልጠንካራየግንኙነትሰነሰለትአለመኖር			
7	በት/ቤቱራዕይእናተልዕኮላይግንዛቤእጥረትናለስኬትአለመስራ			
8	በት/ቤቱአግባብነትየለዉየመገናኛዘዴየለመኖር			

1. ለቀጣይምቹሁኔታከመፍጠርአንጻርበትምህርትቤትዎየትምህርትማህበረሰብግንኙነትማነዎሉ

1 አዎአለ 2 የለ ☐ ☐

2. የአንደኛጥየቂመልስዎአዎንከሆነዋነኛየግንኙነትማነቆናቸዉየሚሉትንቢያነስሶስቱንይጥቀሱ

1-----

2-----

3-----

3. የት/ቤትማህበረሰብግንኙነትንየተሻለለማድረግሊወሰድየሚገባርምጃአለብለዉያስባሉ

1 አዎ 2 የ ☐ ☐

4. የሶስተኛጥየቂመልስዎአዎንከሆነማህበረሰብግንኙነትንየተሻለለማድረግሊወሰድየሚገባእርምጃየግንኙነትቢያነስሶስቱንይጥቀሱ

1-----

2-----

3-----

6. የት/ቤትማህበረሰብተሳትፎንከፍለመድረግየትምህርትአመራሩሚናምንመሆንአለበት፤

የመፍትሄአቅጣጫነዉየሚሉትንቢያነስሶስትነጥቦችንያስቀምጡ

1-----

2-----

3-----



Appendix C

አዳማዩኒቨርሲቲያድህረምረቃት/ቤት

የትምህርት አመራርና አስተዳደር ትምህርት ፕሮግራም

ለጥናት ምርመራ የሚዉሉ መረጃ መሰብሰቢያ ለአንደኛ ደረጃ ት/ቤት ሱፐርቪዘርና ርዕሰ ምክር ቤት ይረዳል፡፡

የተከበሩ ለአንደኛ ደረጃ ት/ቤት ሱፐርቪዘር/ርዕሰ ምክር ቤት ይህ ጥናት በት/ቤት ማህበረሰብ ግንኙነትና ደረጃ ጃማነቶችን በመለየት የመፍትሄ አቅጣጫዎችን ለመጠቀም ጭምር የታሰበ ነው፡፡

በመሆኑም ከዚህ ህጉ ዳይጋረቀ ጥታተ ያያዥነት ያለውን ኃላፊነት እየተወጣ የሚገኙ በመሆን ምንም የእርስዎ እምነት የተሞላ በትመልስና አስተያየት ይህንን ጥናት ተጠጪ ባጭና ተክክለኛ ያደርጋል ብሎ ስለታሰበ ነው፡፡

ስለዚህ ከዚህ በታች ለቀረቡት ጥያቄዎች የበኩል ምንም ላሽይስጥ ካለዎት እንደ አክብሮት እየጠየኩኝ ይህ መረጃ ከዚህ ጥናት ዓላማ ዉጪ ለሆነ ነገር በፍፁም እንደማይዉል አስቀድሞ አረጋግጣለሁ፡፡

ለአንደኛ ደረጃ ት/ቤት ሱፐርቪዘርና ለአንደኛ ደረጃ ት/ቤት ርዕሰ ምክር ቤት ይረዳል፡፡

1. በአሁኑ ሰዓት ለአንደኛ ደረጃ ት/ቤት ማህበረሰብ ግንኙነት ሁኔታ እንዴት ያዩታል
2. ለአንደኛ ደረጃ ት/ቤት የመህበረሰብ ግንኙነት ንግድ ያከስሙት ግሮች ምን ምን ናቸው
3. የት/ቤት የመህበረሰብ ተወካዮች በት/ቤት ጠንካራ ህላማዊ ግንኙነት ከመፍጠሩ እንደ ምን ይጠበቅ ባቸዋል
አስተዋፅኦዎቻቸውን እንዴት ያዩታል
4. የት/ቤት የመህበረሰብ ምንም ንግድ የመህበረሰብ ግንኙነት ሁኔታ ላይ እየተሳተፉ ነው
ጠንካራ የት/ቤት የመህበረሰብ እንዲፈጠርለት/ቤት የመህበረሰብ ምን አስተያየት አለዎት
ሌላ ተጨማሪ ማስታወሻ የሚፈልጉት ሀሳብ ልዎት ያክሉ፡-



Appendix D

Check list of documentary analysis

The school has blue-print lines

Put, a tick (x) against item under;+ “Yes” or “No” by referring the following documents of the school.

I. School documents derived from ETP and others

Yes No

Did the school implement those documents effectively?

☐ ☐

Majority of the schools have GEDAP and related documents?

☐ ☐

Did the schools get newly revised documents on time?

☐ ☐

Did school documents related with the concept of the school community relation?

☐ ☐

Was there policy document governing school community relation?

☐ ☐

II. Minutes of school community relation

☐ ☐

Did the school have minutes on school community relation

☐ ☐

Did PTA members have minute on the agendas of school community relation?

☐ ☐

Did supervisor minutes suggest on school community relation?

☐ ☐

Were many school minutes on student learning out-come?

☐ ☐

III. School reports on school community relation

Was there identified factors affecting school community relation?

☐ ☐

Was there identified schools strong and weak sides?

☐ ☐

Was there communication channel on reports in all sides?

☐ ☐

Were there identified strategies to prevent factors affecting school community relation? ☐ ☐

Does the school report states all the school status?

☐ ☐

IV. School students abstract/results

Did the student achievement meet the national standards?

☐☐

Was there discussion between school communities on students result?

☐☐

Did the school have sustainable progress on student's achievement?

☐☐

If any other
