

**THE PRACTICE OF COMMUNITY PARTICIPATION
IN SECONDARY SCHOOLS OF NORTH SHOA ZONE**

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DEDICATION

I heartedly dedicate this research work to my wife Almaz Debela, my son Robera Dadi and Abdisa Dadi and My daughter Misikir Dadi and Merob Dadi for their love, affections and support.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation,

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ABBREVIATIONS AND ACRONYMS

EFA	Education for All
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
KETB	Kebele Education and Training Boards
MoE	Ministry of Education
NGO	Non-Government Organizations
NLA	National Learning Assessment
OEB	Oromia Education Bureau
PTA	Parent Teacher Association
REB	Regional Education Bureau
UNESCO	United Nations, Educational, Scientific and Cultural
	UNICEF United Nations
	International Children Education Fund
USAID	United States Agency for International Development
WEO	Woreda Education Officer
WETB	Woreda Education and Training Board
ZEO	Zone Education Office

BIOGRAPHICAL SKETCH

The author was born on 12 December, 1967 in Degem Woreda North Shoa Zone, Oromia Regional State. He attended his primary education in Kunde and Muka Kule Primary Schools and his secondary education in Fitche Secondary School.

Which are found in North Shoa Zone of Oromia Regional State. After he completed his secondary education, he joined Jimma Teachers Training Institution in 1987 and graduated in teaching. After that, he graduated from 17,000 projects College with diploma in English in 1997. He received BEd degree in EdPM from Adama University in 2005. Currently, he is working in North Shoa Zone Degem Woreda as secondary school supervisor and he joined Haramaya University in July 2015 in order to pursue further studies.

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THE PRACTICE OF COMMUNITY PARTICIPATION IN SECONDARY SCHOOLS OF NORTH SHOA ZONE

ABSTRACT

The purpose of this study was to investigate the practice of community participation in secondary schools of North Shoa Zone. The research design employed in the study was descriptive survey. Questionnaire, interview and document analysis were used to collect data. Questionnaire were used for 218 teachers, 23 principals and 12 supervisors, interview were used for 21 Parent Teacher Association heads, 8 Woreda Education Office heads and 1 Zone Education Office head. The quantitative data were analyzed by using percentage, frequency, mean scores and ANOVA. The findings of the study indicated that, there was statistically significant relationship between community participation and students' academic achievement. Results also indicated that the extent that community participation supports students' academic achievement was medium and community mostly participated in school financing and school management. Similarly lack of transparency and awareness of community on school activities and less relationship among the community and school to discuss on student achievement were seen as serious challenges. The strategies like school bazaars, conferences, parent teacher assembly and parent days were used to strengthen the community participation. Therefore, the study concludes that, the less support of the community contribute for poor students' academic achievement. On the other hand it can be concluded that lack of common understanding about their schools were also challenges to students' academic achievement. Based on the findings and conclusions it was recommended that teachers, principals, supervisors, Woreda Education Office and Zone Education Office had better to promote community awareness and community-school relationship. It was suggested that Regional Education Bureau, Zone Education Office and Woreda Education Office had better to strengthen the competency of the existing school management and local educational administrators in the way they can maximize the community participation.

1. INTRODUCTION

This section focuses on back ground of the study, statement of the problem, basic question, and objective of the study, significant of the study, delimitation, limitation of the study and operational definition of key terms.

1.1. Background of the Study

Education is one of the major sources of socio - Economic development of all nations. It has a vital role to play in the life of individual as well as the society. It is considered to have the potential to effect change in the system of social stratification. Education is the most important area of service sector and it provides required knowledge and skill to do any work and it also modifies the behavior of a person from ‘instinctive behavior’ to ‘human behavior’ instead of acting impulsively acts rationally that is, it gives a new shape to man (Kumar, 2013). Therefore, to be successful in transmitting experiences, findings and values of the society from generation to generation, education must be supported by the society it serves.

There is a growing interest to improve the quality of education and increasing students’ academic achievement in developing countries by enhancing community participation (Mansuri and Rao, 2012; Stiglitz, 2002). The argument is that communities can contribute to improved service delivery because they can easily observe its quality and have a direct incentive to improve it (World Bank, 2003). Increasing accountability of schools towards communities can improve the efficient use of existing resources. Moreover, community contributions can help to increase resources available (Olken and Singhal, 2011). However, organizing effective community participation is a time intensive task.

Community participation has been advocated in Ethiopian education development activities. The Education and Training Policy of Ethiopia was designed in the context of decentralized education system and has the goal that schools be democratized and run with

the participation of community, teachers, the student and relevant government institutions (MoE, 1994).

In addition to this the Education Sector Development Program (ESDPI) mandates the community to participate from the identification of local educational problem through planning , execution of projects, management to the evaluation of final product (MOE, 1998). The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Bryan, 2005). Learning begins at home through interaction with one's family.

Community participation in students' academic achievement along with environmental and economic factors may affect enhancing student's development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of community participation throughout the students' education can improve academic achievement (Driessen, Smit and Slegers, 2005; Fan, 2001; Hong and Ho, 2005). Academic failure has been linked with risk behaviors and negative outcomes such as substance abuse, delinquency, and emotional and behavioral problems (Annunziata, Houge, Faw, & Liddle, 2006).

In the case of our country, Ethiopia, there are researches available on the relationship between Community participation and academic achievement of secondary school students' .The Oromia Education Bureau has also enacted similar strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate in management and finance of their local schools (OEB, 2006). In order to assure these, Woreda (District) Education and Training Board (WETB); Kebele (Council) Education and Training Board (KETB) and Parent-Teacher Associations (PTA) were anticipated to

be organized at woreda, Kebele and school respectively. But as the assessment of MoE shows the involvement that they contributed to the students' academic achievement was not implemented as the strategy and policy designed (MoE, 2013).

These researches were focused on financial and material support of the community in education .A majority of the research in this area has been conducted with elementary school students (Getachew, 2001; Dom, 2004; Swift-Morgan, 2006; Marie, 2009). This study might provide an in-depth look at one aspect of contribution of community participation, for academic achievement of students of secondary schools' of North Shoa Zone of Oromia Regional State.

1.2. Statement of the Problem

In many countries of the World geographical complexity hinders the government to reach the locations of a community and to solve their educational problems promptly and efficiently. Many children stay in school for a short while others are out-of-school because of socio-economic problems. The curriculums tend to be based on urban school model which is not easily understood by most children from the rural part. There is ambivalence towards education and late school age enrolments. It is unlikely for the central government to solve these problems. Thus, educational development under such condition is unlikely to happen, unless communities are placed at the center of the efforts intended to solve these problems and to overcome the critical challenges of poverty reduction whether as a partners of governments, civil society organizations or donors (Fiore, 2011).

On the other hand, there are counter-arguments against community support in education. It is argued that community lacks the resources to support school and relevant skills to monitor the use of school resources and teachers, and commitment for democratization at the school level. These problems are more apparent in the rural parts than in the urban parts. Rural communities lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers. These likely raise the major issue of equity (Bray, 1996; Watt, 2001). The task of providing education to citizens is enormous at all levels of the government and it costs more money. That is, schools have to be built, teachers have to be trained, textbooks have to be published, classrooms have to

be furnished with the necessary facilities, etc. However, the Government or the Ministry of Education alone cannot accomplish all these successfully. The budget allocated by the government may also be insufficient for covering the expenditure of many schools. Due to this schools faced with the shortage of furniture, instructional materials and stationery problems. These problems affect the students' academic achievement directly or indirectly. The adequate technical and financial support to maximize the benefits of community participation has not been present everywhere. The government has reviewed and improved the guidelines for Community Participation, School Management and financing, which await official endorsement (FDRE, 2010).

In the Education and Training Policy (MoE, 1994), it is stated that priority for governmental financial support will be up to the completion of general secondary education (grade 1-10) and related training with increased cost-sharing at higher levels of education and training. This policy statement is misinterpreted, misunderstood and confused with free education and cost-sharing, because of lack of clear guidelines at different levels for officials, professionals, parents and the community at large. This might be the cause for parents/communities in almost all regions for not contributing money to schools and as a result schools are suffering from shortage of finance. In North Shoa Zone, as the reports of North Shoa Zone Education Office show, the community participation and the students' academic achievement are not the same throughout the woredas and the schools. There are schools in the zone, which have medium practice regarding these issues. On the other hand there are schools which have relatively least performance. As the report revealed, the rate of promotion of the grade 10 students in grade 10 national exams in 2015 / 2016 G.C was 46%. This shows that, 54% of the students failed in secondary level of national examinations (North Shoa Zone Education Office 2016).

Although in Ethiopia, research has been done in the area of community participation and secondary school students' academic achievement, depending on the focus areas of ESDP I-5 IV, where community participation was promoted by NGOs to increase access, equity and internal facilities (Tadele, 1995; Obsa 2010) there is a gap that most of the researchers

leave for further study on community participation to quality education specially to students' academic achievement. For this reason, the researcher initiated to investigate the levels of community participation in promoting students' academic achievement and how community participation affects academic achievement of students in North Shoa Zone secondary schools. In order to address the intended research objectives, the following research questions were posed:

1.3 Basic Questions

1. To assess the extent of community participation to support the students' academic achievement in secondary schools of North Shoa Zone?
2. To investigate the significant relationships between community participation and students' academic achievement?
3. To identify the prevailing challenges affecting community participation for students' academic achievement in secondary schools of North Shoa Zone?
4. What efforts were made so far to improve the community participation for students' academic achievement in secondary schools of North Shoa Zone?

1.4. Objectives of the Study

This section deals with the general and the specific objectives of the study.

1.4.1. General Objective

The general objective of this study was to investigate the practice of community participation to students' academic achievement in secondary schools of North Shoa Zone.

1.4.2. Specific Objectives

1. To assess the extent of community participation to support the students' academic achievement in secondary schools of North Shoa Zone?
2. To investigate the significant relationships between community participation and students' academic achievement?
3. To identify the prevailing challenges affecting community participation for students' academic achievement in secondary schools of North Shoa Zone?
4. What efforts were made so far to improve the community participation for students' academic achievement in secondary schools of North Shoa Zone?

1.5. Significance of the Study

This study investigated the community participation, for the students' academic achievement in the secondary schools of North Shoa Zone. Community involvement in education for their children has been significantly linked with the quality of education of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools. For example, 54 per cent students fail in secondary level education examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. The findings of the study:

Help Regional, Zonal and Woreda education office to get valuable information on existing practice of community participation and to give necessary awareness, trainings and solve the problems. Serve PTA, community and school members, to understand the importance of their participation in schools, and work with to improve and change their school environment. Help principals, supervisors and teachers to identify their strong and weak sides on the community participation in school administration, and strive for better performance. Lay a base for interested individuals or organizations for further study in the area.

1.6. Delimitation of the Study

In order to manage the high population in the Zone and other resources required for data collection process, the scope of this study will hold only on the practice of community participation towards students' academic achievement in secondary schools (9-10) of North Shoa Zone of Oromia Regional State. In the Zone, there are 13 Woredas and 43 First -cycle government secondary schools (9 -10). From these, the study included 12 government secondary schools (9-10) from 8 Woredas which selected by stratified random sampling technique. The research design employed in the study was descriptive survey. Questionnaire, interview and document analysis were used to collect data. Questionnaire were used for 218 teachers, 23 principals and 12 supervisors, interview were used for 21 Parent Teacher Association heads, 8 Woreda Education Office heads and 1 Zone Education Office head. The quantitative data were analyzed by using percentage, frequency, mean scores and ANOVA. This research specifically targeted on assessing the practice of community participation for students' achievement in selected secondary schools of North Shoa Zone of Oromia Regional State .In addition the schools infrastructures, institutional planning, financing and management are areas which was delimited under the study.

1.7. Limitation of the study

This study did not come to end without drawbacks. One serious limitation of the study was the time constraint faced the researcher to go out to collect data from the field. Because of this, relevant data could not be solicited from sub-cities, WEO and ZEO head. Another limitation was the difficulty of getting the questionnaires administered in full. Thus, getting the organized and compiled data required longer time than anticipated. Therefore, despite the above shortcoming the researcher managed to bring the research to an end.

1.8. Operational Definition of Key Terms.

Community- people settled in a local area, based on shared family or educational concerns, which include parents associations and similar bodies for the welfare of students.

Community Participation- refers to the involvement of community members at different levels in school management, supplemental school resources and/or curricular for students' academic achievement.

.Contribution- an action or service, that helps to cause or add something on the previous one.

North Shoa Zone– one of the administrative zones which are found in the Oromia regional state.

Participation - is the process through which the community share educational concerns for student academic achievement

Students' Academic Achievement- refers to the outcome of learning in which the students' performance is measured in classroom assessment and national exam at the end of the school year.

2. REVIEW OF RELATED LITERATURE

Under this section theoretical aspects of community participation in general and students' academic achievement in particular based on different scholars' views , Concepts, definitions, types, theories, roles, approaches and alternative strategies of community participation will be presented by relating with students' academic achievement.

2.1. Concept and Meaning of Community Participation in Education

The concept of community participation is very vast and it depends on the kind of participation that the community involved in. In literature, as Bray (1996) in his study on community financing of education, presents three different types of communities. The first one is geographic community, which is defined according to its members' place of

residence, such as a village or district. The second type is ethnic, racial, and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

From the above definitions of community, the third definition is related to this issue. The term participation can be interpreted in various ways, depending on context. According to Shaeffer (1994) there are different degrees or levels of participation, and provides possible definitions of the term, including: involvement through the mere use of a service; contribution of money, materials, and labor; attendance, implying passive acceptance of decisions made by others; consultation on a particular issue; participation in the delivery of a service, often as a partner with other actors; participation as implementers of delegated powers; and in real decision making at every stage, including identification of problems, the study of feasibility, planning, implementation, and evaluation. As the Inter-Agency Network for Education in Emergencies defines, community participation includes both the processes and the activities that allow members of an affected population to be heard, empower them to be part of decision-making processes, and enable them to take direct action on education issues. It uses symbolic/token participation, consultation, and full participation to identify the different levels (INEE, 2004). The lack of community participation in decision making to implement educational development can lead to failure in the community development (Miranda, 2007). Communities can play a variety of roles in the provision and management of education and learning processes. Community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making (Talbot and Verrinder, 2005). Successful engagement empowers communities to participate in multiple facets of education support. Ethiopia's current education policy calls for greater community participation as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management. The policy states that: Schools will be strongly linked with

the community, which will take responsibility in its well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community.

The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions (MoE, 1994, p. 31-33). The FDRE's subsequent ESDP I and II Program Action Plans echo this rhetoric and further underline the role of the community in education delivery and management. The Program Action Plans of ESDP II give specific examples of ways communities can participate, including policy formulation, project implementation and problem solving, as well as construction of new school buildings..., school maintenance, and mobilization of parents to increase enrolment, especially that of girls (MoE, 2002).

Education Sector Development Program II also greatly emphasizes the role of communities in helping to fund the education sector program, aiming to have mechanisms designed so that community will voluntarily and directly contribute to the financing of education based on its capacity. This strategy also intends to promote a sense of ownership and thereby raise the community's own role in the management of schools (MoE, 2002). Many current theories regarding the relationship between community involvement and increased school efficiency and student learning are based on the premise that in traditional society, the community is the primary provider of children's education (Bray, 2001; Williams, 1997). A number of scholars contend that, trends toward centralized state control of education, while responsible for the expansion of educational opportunity in developing countries, impedes understanding of local needs and has a limited ability to distribute resources in a way that favorably influences school outcomes (Cummings, 1997; Williams, 1997). According to this theory, the limitations of the centralized model have stalled education expansion and quality improvements in many developing countries as state actions fail to reach marginalized populations.

2.2. Areas of Community Participation in Education

It is possible to find different types of community participation for schools in the literature. Regarding to this, Williams (1997, as cited in Watt, 2001) presented three broad areas of activities where communities support education - support for contribution to school resources, school management and the instructional program.

2.2.1. Community Participation for School infrastructure and operational costs

When we think about community support for education, “monetary and non-monetary forms” of contribution for schools come to our mind (Watt, 2001). Monetary support includes levies, fees and fund raising made for schools to supplement teacher salaries, for rehabilitation of classrooms and construction of schools. Non-monetary forms of participation include varied activities that range from attending a school meeting and assembly to active participation in every step of school decisions. Studies conducted in Ethiopia inform that parents are often required to make in cash and in-kind contribution for school operation, infrastructure and maintenance as well as to supplement salary of teachers and other school personnel (Beyene et al., 2005; Dom, 2004; Swift-Morgan, 2006).

Community financing for schools is a subject of controversy, particularly when it comes to the poor capacity to contribute for schools. In one aspect community financing is considered as a means of increasing resource for supporting government effort in educational provision, promoting accountability and community legitimacy to exercise control over schools and promoting sense of ownership (Watt, 2001). It is asserted that the poor are not able to finance education (Chapman et al., 2002) and in places where communities support is contingent to child education; it expels the poor from educating their children (Bray, 1996, 2001).

Equity is another major issue that arises due to variation in community capacity and cultural factor, ethnic rivalries, racial inequalities like the cast system and urban-rural conditions. In principle community participation is voluntary; however, it should be distinguished from “compulsory forms of support for education” that is decided outside the community (Watt, 2001). This could be when a government is unable to meet full cost of

education from its own resources and identifies community as an additional source of financing. In Ethiopia, primary and lower secondary education (grade 1 - 10) are to be free (FDRE, 1994). But households are mandated to support all government efforts in educational expansion and development (OEB, 2006; MoE, 1998).

2.2.2. Community Participation in school management

This is the area questioned whether communities are capable to manage school or not, especially in the rural parts (Watt, 2001). It is maintained that the rural part commonly lacks skilled community members who can effectively participate in school management. Community participation in school management has shown to increase accountability for both learning outcomes and school resources; involvement in curriculum development, which ensures the cultural relevance of subject content and teaching styles, leads to a wider embrace of the educational process. Community engagement also fosters the willing contribution of local resources (human, material, and economic) for the benefit of education. Community ownership of education initiatives endows such initiatives with a greater likelihood of being successful, and of being sustained over time (Kintz, 2011). It is possible to find different models on how a community participates in management and administration of schools.

In the literature (Bray, 2001) had identified three models through which community participates in school decisions through their representatives. Legally incorporated school boards – set by the law for each school to have a managing body consisting of the school principal, representative of teachers, representative of parents, and others. Parents Associations - also called Parent Teacher Association (PTA), are executive committees comprising principal, representative of teacher and parents that make decisions on activities and overall operations and serves as a bridge between teachers and parents. Cluster and/or village education committees – in this model formal single bodies oversee several schools within a village or cluster of villages rather than a single school and serve in creating collaboration between government and community. Our country Ethiopia also follows this model of community participation in management.

2.2.3. Community Participation in instructional program

Parents and other community support are not limited to management and financing of schools and teachers. They also contribute to the improvement of educational delivery and serve as an agent of educational delivery where there is shortage of teachers (Uemura, 1999). In many countries PTAs monitor, supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time and effectively teach in the classroom (Watt, 2001).

Community can serve as guest teachers in the classroom; help introduce teacher to the local environment, language and culture; help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance (Uemura, 1999). Respected community members, knowledgeable village elders, community members with special positions and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students. In rural areas where there are acute teacher housing problem, the community could provide or construct houses, and supply certain household goods for new teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In some countries community could help in design of curriculum and learning materials that reflect children's everyday life in society.

Parents could provide supervision and attendance over what students have done both inside and outside school. The next argument more elaborates the role of parents in academic performance of their children: Parental and other community support include helping children in their homework, in organizing their timetable, preparing a suitable condition for studying, in monitoring their progress, follow up of their daily activity and progress both inside and outside school, reinforcing positive attitude about learning and school, and encouraging and supporting their success in education (Shaffer, 1994).

Beyond this, participation increases the understanding of the relevance of education and tendency to cooperate with teachers and school in identify students' problems and improve student learning (Uemura, 1999). Parents also make sure that children are dressed and fed, and physically ready to learn at school. Student recruitment is another activity that involves parents and other community members. There are various conditions in which students do not come to school, mainly because of economic problems, and cultural and social influences. Through participation in education, the community can develop an understanding and appreciation of education, and this helps to break mainly societal and cultural conditions that keep children from schools, particularly girls' and children with disability (OEB, 2006; MoE, 1998).

As Bray (2001) noted that community participation increases sense of community ownership and a better understanding of the true nature of the educational problems facing a country. He states that community participation contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing equity. Finally, education has to fulfill both the individual's needs and those of the community and must keep pace with other sub-systems in the community, as both variables are inter-related. All stakeholders should have to recognize the crucial role that schools have in contributing to the reconciliation of our community. This is not a job solely for schools, but schools do play a critical role.

2.3. Types of community participation in Education

Community participates in education in several ways. According to Epstein (1995, 1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: improve school programs and school climate; provide family services and support; increase parents' skills and leadership; connect families with others in the school and in the community; and help teachers with their work. She summarizes six types of involvement to explain how schools, families, and communities can work productively together: parenting – to help all families to establish home environments that support children's learning at schools; communicating-todesign

effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home.

Volunteering – to recruit and organize parent help and support; learning at home – to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning; decision making – to include families in school decisions, to have parent leaders and representatives in school meetings; and collaborating with the community – to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning (Epstein, 1995, 1997).

2.4. Importance of community participation in Education

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education. These are: maximizing limited resources, developing relevant curriculum and learning material, identifying and addressing problems, promoting girls' education, creating and nourishing community-school partnerships, realizing democracy, increasing accountability, ensuring sustainability, improving home environment (Uemura, 1999).

2.5. Approach of community participation in education

Higher level of community participation is an evolutionary process that goes up from the lower level of participation to higher level with different speed and outcome at various level of governance (Shaffer, 1994). Participating communities vary from place to place; nevertheless, they have some shared features (Reid, 2000). First, many peoples in the community are involved and not just an elite. Second, involvement is open for all groups, responsibilities are shared within the community, and ideas and talents are treated equally.

Third, activities are carried out openly and publicized widely so that everyone gets informed. Forth, all individuals are welcomed regardless of color, age, race, past membership, level of education, occupation, personal reputation. Besides, the members do not sit passively and wait for others to take the initiative; rather everybody involves and provides their support. Fifth, citizens are encouraged to offer or contribute their best for a common good.

Finally, the communities operate with an open minded; they are not externally influenced by anybody; and leaders do not champion their own personal interest rather they focus on high quality democratic decision-making process. Certain minimum requirements must be in place for transformation to such a good practice. These fundamentals include collaboration and partnership with different actors in development and the encouragement of new norms, creation of new mechanisms and strategies, and developing new knowledge, skill, and attitude (Shaffer, 1994). According to Shaffer, establishing three supplementary conditions leads to transformation in higher level of community participation.

First, transformation into higher level of community participation requires developing social, political and cultural norms. The second condition that leads to transformation into good practice of community participation is developing mechanism for collaborative structure and organizations. The third condition that could lead to transformation into good practice of community participation is setting policy, procedures and guidelines at both national and provincial level. Lastly, transformation in to good practice of community participation needs changing knowledge, attitude, skill and behaviors.

The eight approaches of community participation in education that Kintz used as principle are: Establish and maintain trust; education initiatives are community driven and led; partnerships to increase educational access and quality are inclusive; cooperation with local government is sought and sustained to enhance program sustainability; the relationship between parties is equitable; capacity development enables community members to take on greater levels of responsibility; flexibility in approach allows adaptation to local context

and genuine community ownership of educational initiatives requires long-term commitment (Kintz 2011).

2.6. Community Participation and Students' Academic Achievement

Education is seen as a means of cultural transmission from one generation to another in any given community. On the other hand, we have seen that community as the whole range of social relationships of people living in a certain geographic territory and having a sense of belonging to the same group. The relationships between the two concepts are so strong that it is not possible to separate them because what happens to one affects the other and whatever occurs in the community influences or shapes the educational system in all its ramifications. Educational institutions are micro- societies, which reflect the entire community. From the rationale, Daramola (2012) discloses that education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the community and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

There are strong claims that community participation can lead to improved school performance (Muskin, 1999; Shaffer, 1994; Watt, 2001). Many educators who have worked in the field of community participation have analyzed and illustrated increase in school performance from different settings. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaffer, 1994). Despite this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education (Shaffer, 1994).

Other writers submit their evidence and explanation regarding the effects of community participation in education. From these, Bray (2001) notes that community participation increases sense community ownership and a better understanding of the true nature of the educational problems facing a country. He states that community participation contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing

equity. Similarly, Uemura (1999) submits that community participation in education ensures optimization of the use of limited resources; development of relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realization of democracy; and improvement of accountability.

The level of Community Participation has important implications for Students academic performance. Parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan & Chen, 2001; Houtenville and Conway, 2008; Jeynes, 2003, 2007). In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Students who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement.

Literature on the overall impact of community participation on students' academic Achievement in developing countries is minimal. Whether the relationship exists and which type of community participation has effects are important to determine in the country, where parents often do not have the education to engage their children in schoolwork or the resources to take on tutors.

All measures of community participation used in studies in developing countries are based on scales that have been established in the context of developed countries, but community participation may be different in developed countries than in developing countries. Including type and level of participation must be taken into account when measuring community participation in developing countries (Chowa, Masa, and Tucker, 2013). The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational

resources, increasing enrolment, and improving equity (Muskin, 1999; Swift-Morgan, 2006).

Information on learning achievement in Ethiopia can be gleaned from national learning assessment (NLA) and national examination results. For the NLA tests, a sample of grade 4, 8, 10, and 12 cohorts are tested at four-year intervals in mathematics, the sciences, and English. The test instruments are based on minimum-level curriculum competencies of the relevant grade and test items are standardized by means of a pilot test (World Bank, 2013). As the assessment shows, the schools which have good community participation fulfill the necessary materials and infrastructure for the education through school improvement program and achieve a better result than those of less community participation.

2.7. Problems of Community participation in Supporting Education

In the literature it is possible to find many factors that could affect community participation in education. According to Carter (2003) identified the following “common assumptions” held by educators that can affect the support of community participation. Parents who don’t attend school events don’t care about their children’s success in school; parents who are illiterate or unemployed can’t help their children with school; parents from different ethnic and cultural backgrounds don’t understand how to help their children with school; it’s up to parents to find out what is going on at school; and parent involvement is not worth educators’ effort. According to this the community participation of schools depends on the parents reluctant to education. In addition to this Ferguson (2005) found that parent involvement encompasses a multitude of complex phenomena. Differences in the family structure, culture, ethnic background, social class, age and gender represent only a few of the factors affecting interpretations of or generalizations about the nature of parent involvement.

The level of community participation attainable at any given time is affected by economic conditions of community, existing political and institutional arrangements, and social and cultural condition (Adam, 2005; Shaffer, 1994). On this idea Shaffer (1992, as cited in Uemura, 1999) in his attempt to find factors that affect community participation in formal

education, he observed community participation to be lower in socially and economically marginal populations. In these segment of the society, Shaffer had investigated fewer appreciation of the overall objective of education, a mismatch of what they expect schools to be and what the schools were doing, a thinking that provision and management of education is the task of the state, and lack of knowledge of the structure, functions and constraints of school as well as a the realization that collecting the benefit of better education takes long time.

The existing institutional arrangement is another factor that affects community support for education. Decentralization is the major condition that is supposed to increase participation but not all stakeholders in education accept and participate at an equal level (Welsh and McGinn, 1999). In decentralization of education resistances from teachers are often cited for obstructing community participation in education. Teachers expect that community participation in schools will increase accountability and control on them, and lose freedom if the community gains power over school decisions (Uemura, 1999). On the other hand, all parents do not get involved in education because parents have different understanding about schools and consequently they could think that they have no control over school, may not want to talk to and interfere into teachers business. The cost and benefit of supporting education is another detrimental factor for community participation in education. When the cost of supporting schools outweigh the benefits of education, it is unlikely for community to participation to advance (Watt, 2001).

Other factors that affect achieving higher level of participation in participator approach to development in general and in education in particular as Shaffer (1994) on his part submits include: heterogeneity of community; capacity to afford cost of participation required in participatory development and collaboration activities; the need for new and complex managerial and supervisory skills, attitudes, and behaviors; conflict of interest between goals of participation and political agenda; individual and institutional inability and resistance to accept the change and administrative obstacles.

2.8. Strategies to Increase Community Participation in Education

Community participation will facilitate the gathering of more resources for education, enhances the involvement and greater support of more actors in education, lead to an increase in the supply of education, result in an improvement in the quality and relevance of education and help to greater school efficiency and high pupil achievement (Shaeffer, 1994). Schools to attain this, should know the strategies used to increase the contribution of community participation in education. Some general strategies or guidelines that is important to strengthening school-community relations at any level of the education system according to MoE (2013) are: first, the starting point should be promote the use of existing positive community structures – that means non-discriminatory approaches for community engagement should be reinforced in national policy, agency guidelines and any interventions.

Second, conduct ongoing collaborative reviews of roles, responsibilities, and resources to support student learning and positive development for all students. Thirdly, these processes, actions, activities, and strategies adapted from a variety of sources should have to keep and stay flexible and consider multiple approaches, times, and locations for involving families and communities. As cited by Christenson (2004), we should have to consider actions or strategies for building shared responsibility. Regarding this, the author has described in detail seven broad actions to enhance family–school connections for student’s learning: garnering administrative support, acting as a systems advocate, implementing family–school teams, increasing problem solving across home and school, identifying and managing conflict, supporting families, and helping teachers improve communication and relationships with families. Fourth and most important consideration is putting the research into practice - Much more research remains to be done in this field. Nevertheless, results from the studies described here offer some guidance to educational authorities, local school, community, and family leaders (Boethel, 2003). Strategies at the Macro-level of the Education System Achieving more education and better education will require efforts in a number of domains within the education sector. The most critical strategy considered in creating effective school-community relations and challenging point

is strengthening the national commitment. Successful education requires a strong national commitment, expressed in the legal and institutional framework as well as in budgetary outlays to the sector (UNMP, 2005).

At the national-levels and regional-level of the education system, can be encouraged to implement two kinds of mechanisms and strategies related to the facilitation of greater collaboration for educational change: those structures and procedures needed to make possible such collaboration at their own levels, and those needed to encourage it at the school level (Shaeffer, 1994). Current policies and practices in regard to such collaboration especially in our country include the following areas of potential partnerships: across departments and units 23 of the Ministry; with other development sectors and ministries; and with non-government organizations and professional associations.

Strategies at the Micro-level of the School and the Community Sustained improvements in education are impossible to achieve without improving both parental involvement in decisions affecting their children's education and the way key institutions in the sector function. These institutions include the schools and local authorities that have influence over funding and school management and above all the overall community. So, emphasis should have to be given to the grassroots institutions - At the micro-level of the school and the community. According to Carter (2003), the following interrelated eight "cluster strategies" are used for guiding principles for family-school-community involvement: creating a family-friendly school environment; Building a support infrastructure; encouraging family involvement; developing family-friendly communication; support family involvement on the home front; supporting educational opportunities for families; creating family-school-community partnership and Preparing educators to work with families.

Similar to the above trends, Hepburn (2004) also recommends the following useful strategies for creating smooth school-community relationships: adopt the values and principles of family centered care and the shared power in collaborative leadership; build on existing relationships and make a personal connection and invitation; best public

announcements, advertisements and/or open invitations about specific opportunities; target invitations through community organizations that serve young children and their families; create a family liaison role at the school, and ensure that the work of the liaison addresses family, school, and community concerns and needs.

Hold community forums or neighborhood meetings; ask community organizations, such as churches, civic groups, or social clubs to post notices or nominate families; reach out through groups where parents are already organized to find interested parents (example, churches, community groups, neighborhood associations); Connect to grassroots organizations that promote citizen and parent involvement; and Inquire across-systems for additional successful strategies for engaging families as leaders. Not all the strategies included will work for every school. To be most effective, school administrators and teachers, in consultation with parents and community representatives, should select strategies based upon each individual school's needs, priorities, resources, student population, and community support.

2.9. Community Participation in Education of Ethiopia

Education in Ethiopia has been dominated by the Ethiopian Orthodox Church for many centuries until secular education was adopted in the early 1900s. At this time the community participation in education were enclosed by few followers of this religion; only for sending their children to school. After 1974 revolution also, community was participated in schools by labor work and sending their children to school by force of the governing party. Recently, there has been massive expansion throughout the educational system and the level of participation in educations issue (Alemayehu, Bishaw; Lasser, Jon, 2012).

The government's decentralization policy is one strategy to promote the rural and national development that Ethiopia desperately needs. This is a sharp departure from the Derg's central control of primary schooling. In contrast, Ethiopia's current education policy calls for greater community engagement as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management.

Parents' conferences, meetings with community representatives and local administrative bodies have been given to aware the community and to make the owner of the school. The importance of education and the value that the education gives for human being is widely known by many citizens of the country. The school needs to relate itself with the community it serves.

This is helpful to learn about concerns of the community and to inform the community about its progresses and needs. In turn, this is vital to secure support from the community. The support is mainly in the form of labor work, material, finance and morale. Schools are expected not only to explain their objectives, achievements and needs to the community but also to find out views of the community about schools, what they expect them to be and to do. In order to accomplish these tasks, school-community relations should focus on winning communities attention toward education and on arousing the people to learn a lot about schools with the intention to help them to participate actively in searching answers to educational problems.

In the current education and training policy document MOE (1994) that the participation of various organizations and individuals will be enhanced in the production, supply and distribution of educational support input. This shows that there is the need for the public participation is fulfilling the demand of the schools. For this to be realized school systems accountable to the public and the public in turn should be responsible for the educational operations of the schools. The Education Sector Development Program (ESDP I) mandates the community to participate from identification of local educational problem through planning, execution of projects, management to evaluation of the final product (MoE, 1998).

According to this program, if the community participated in all activities of the school and the management of all properties, the problems will be solved immediately at the local level and the quality of education improved. According to the assessment of MoE (2008) on the community participation and quality education, communities have contributed significantly

to the development and the expansion of education, especially at primary level, during ESDP III implementation. The massive increases in student enrolment and expansion of primary schools can partly be attributed to community efforts. Almost all primary schools and many secondary schools are constructed, rehabilitated and/or upgraded by community efforts. There is a cost sharing arrangement between the community and the regional governments. There are also concerns with the quality of buildings.

There is a need to clarify further where the governments' contributions can be most useful. The contribution from community participation is likely to be higher where demand for education exists and in turn when actively supported by government. The government has reviewed and improved the guidelines for community participation, school management and financing, which await official endorsement (MoE, 2008). s, identifying and addressing problems, promoting girls' education, creating and nourishing community-school partnerships, realizing democracy, increasing accountability, ensuring sustainability, improving home environment (Uemura, 1999).

3. RESEARCH DESIGN AND METHODOLOGY

This is to introduce, the research design, the description of the study area, sources of data, population, sample size and sampling techniques, instruments and procedures of data collection, method of data analysis ethical consideration.

3.1. Research Design

The descriptive survey research design was preferred over the other methods as it enables to make investigations with predictions, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. This design was selected because it is appropriate as the

aim of the study was to get an exact description of current status (Elliott, 2000). Both quantitative and qualitative research approach was employed to investigate the contribution of community participation, to students' academic achievement in the secondary schools of North Shoa Zone.

3.2. Description of the Study Area

North Shoa Zone of Oromia Regional State is located at the Northern direction to Addis Ababa the capital city of Ethiopia .It's capital city is called Fitcha which is found at 150km to the Northern direction of Addis Ababa. As it is suitable for administration, the Zone was branched to 13 rural kebeles and 1 town administration. Selale Mountain ,Ali dhera Mountain, Egg bridge, Debre libanos Gadama are some of the tourist sites found in the North Shoa Zone.The climatic condition in the zone is divided into Dega and Woina Dega .The peoples economic activities are based on farming, animal production and trading. (Source, North Shoa Zone Town and rural land administration office, 2016). There are also 570(1-4) first cycle, 208(5- 8) second cycle primary, 43 Secondary (9-10) and 22 (11-12) preparatory schools in the Zone. And the teaching learning activities are performed by 434 teachers with different professional and career levels. There is also one University which is built recently in Fitcha to serve the community in the zone and the Country at large (source North Shoa Zone Education office, 2016).

3.3. Sources of Data

This section introduces the primary and secondary source of data that was used as evidence for the research conducted.

3.3.1. Primary sources of data

As a primary source, data were collected from teachers, school principals, supervisors, community (PTA chairpersons) of the selected sample schools, Woreda Education Office heads and Zone Education Office head.

3.3.2. Secondary sources of data

The secondary data for this study was obtained from the annual report of three years (2014-2015 G.C) community participation, annual report of assessment results of students' achievement for grade 9-10 of the schools and woredas, three years statistics of grade 10

students' National Examination result in the academic years of 2014-2015 G.C of the selected sample schools.

3.4. Population, Sample Size and Sampling Techniques

This section focuses on the population, sample size and the sampling techniques that was used in the study.

3.4.1. Population and Sample Size

In North Shoa Zone, there are 13 Woredas, and 43 First cycle secondary schools (9-10). From these schools, the study involved 12 (28%) First cycle secondary schools were selected from 8 woredas. Accordingly, 23 school principals, 12 school supervisors, 482 first cycle secondary school teachers, 12PTA, 8 Woreda education office heads and 1 Zone education office head are in the Zone as a general population.

From these, the study included 8 woredas and 12 first cycle secondary schools as sample. Of these, 23 school principals, 12 PTA, 12 school supervisors, 218 teachers of the sample schools, 8 Woreda education office head of the sample Woredas and 1 Zone office head selected as sample. Generally, these studies were carried out with the participation of 274 participants.

Table 1 .Summary of population, sample size and sampling techniques.

School Name	Teachers			Principal and vice supervisors			PTA					
	Pop.	S a m	%	P o p.	Sam p.	%	Pop.	S a m	%			
Debretsige	47	21	45	2	2	100	1	1	100	1	1	100
Alema/Atoms	21	10	45	2	2	100	1	1	100	1	1	100
Chagel	25	11	45	1	1	100	1	1	100	1	1	100
Abdisa Aga	58	13	45	2	2	100	1	1	100	1	1	100
Degem	44	10	45	2	2	100	1	1	100	1	1	100
Gebreguracha	65	15	45	3	3	100	1	1	100	1	1	100
Ejere	48	11	45	2	2	100	1	1	100	1	1	100

Dehana	12	3	45	1	1	100	1	1	100	1	1	100
Fiche No.2	46	11	45	2	2	100	1	1	100	1	1	100
Fital	42	10	45	2	2	100	1	1	100	1	1	100
Gahatsiyon	56	13	45	2	2	100	1	1	100	1	1	100
Muke Kule	18	4	45	2	2	100	1	1	100	1	1	100
Total	482	218	45	23	23	100	12	12	100	12	12	100
S a m p l e techniques	Stratified sample techniques			A v a i l a b i l i t y s a m p l i n g techniques			A v a i l a b i l i t y sampling techniques			A v a i l a b i l i t y s a m p l i n g techniques		

8 (100%) woreda educational office head and 1 (100%) zone education office head will be taken using availability sampling techniques.

Key for the above table: pop=population, sam=sample,

3.4.2. Sampling Techniques

There are 13 Woredas in North Shoa Zone .From these 8 woredas were selected by using the stratified random sampling technique. The strata depends on the level of community participation in the schools in cash and in labor for the promotion of quality education and students academic achievement in selected secondary schools in the zone, in 2014 ,2015 and 2016 G.C with high, medium and low Community participation. Then, 12 schools were selected randomly by simple random sampling from 8 Woredas in the zone; this technique was selected to give equal probability for the Woredas.

Table 2: Cluster of Woredas depending on 2014-2016 G.C academic year students' result

No	Clusters	Sellected S a m p l e woredas	S e l l e c t e d sample schools	Average result of grade 9-10 in the Woreda	Average promotion rate in grade10 N.E.P.M.R
1	High	Degem	Degem Muka kule	Average promotion rate	Average promotion rate

		W/Jarso	Gohatsion	80%-95%	80%-90%
		Y/gulele	Fital		
		H/abote	Ejere		
2	Mdeium	Kuyu	G/Guracha	Average	Average
			Alemayo Ato	promotion rate	promotion rate
				60%-79%	60%-79%
		F i t c h e	Abdisa Aga		
		Town	Fitche No2		
3	Low	D/libanos	D/tsige	Average	Average
			Dehana	promotion rate	promotion rate
		Girar Jarso	Cagal	45 %- 59%	48%- 59%

N.B: The student result interval was calculated from three consecutive years of grade 9-10 students' assessment result report and grade 10 National Examination result. Source: North Shoa Zone Education Office 2016 G.C).

3.5. Data Collection Instrument

This section introduces the instrument used to collect the sufficient information from the sources for the study.

3.5.1. Questionnaire

The purpose of this instrument is to get sufficient information from the sources. Therefore, the researcher was employed questionnaire for teachers, principals, supervisors, and WEO office heads. Because they can read and understand the ideas of the questionnaires prepared in English, and they can write the response.

Questionnaires were prepared in closed ended and some open ended items which consisted of six parts. Part one is about personal data of the respondents, part two is prepared to identify the importance of community participation, part three prepared to examine the extent to which community participation support the schools, part four designed to distinguish the major challenges that limit community participation for the students' academic achievement. Part five employed to explore efforts made so far to improve

community participation. A five point liker scale was used to get the degree of the perception of the respondents on the community participation with respect to students' academic achievement.

Pilot testing of the instruments were made in Muka Turi Woreda in Muka Turi Secondary School to test the questionnaire before they were administered to the final participants of the study. The pilot test was conducted on 13 respondents (one school supervisor, two school principals, nine teachers, one WEO Official). A pilot test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. The Cronbach Alpha reliability calculated for the average result of the entire items was 0.806. Thus, according to George and Mallery (cited in Joseph and Rosemary, 2003), proved the following rules: >0.9 =Excellent, >0.8 =Good, >0.7 =Acceptable, >0.6 =Questionable, >0.5 =Poor, and <0.5 =Unacceptable". Accordingly, the reliability test revealed that the questionnaire which were tried out by pilot test were good or reliable. Based on the feedbacks from the officials and teachers, valuable improvements were made and irrelevant items were rejected.

Reliability statistics test result table.

NO	No .of items	Cronbach's alpha value
1	8	0.78
2	10	0.86
3	10	0.81
Tota	28	0.82
1		

3.5.2. Interview

Interview was chosen for a face- to- face contact and it permits to raise different questions for further information. It was used to support, enrich and cross check and to supplement the responses gathered from the participants through the questionnaire. Hence, semi structured interview were employed to widen the chance for respondents to raise their

opinion. This interview was made with 1 ZEO officials, 12 PTA heads. These respondents were selected for the reason that they can give important information about the topic under the study.

3.5.3. Document review

Three years annual report documents of community participation were taken through video recorder from the sample schools, annual assessment report document and three years (2014-2016 G.C) grade10 students' national examination result documents of the selected schools were also analyzed after the researcher has taken note.

3.6. Data Collection Procedures

To investigate the contribution of community participation for students' academic achievement in the secondary schools of North Shoa Zone, the researcher was collected data from different sources. Therefore, the following procedures were taken into consideration. The relevant literatures from books, journals, reports, researches and other resources were reviewed. The open ended, close ended interview items and the document check lists were developed. After the pilot test was made in Muka Turi secondary School, the corrected questionnaires were distributed to the selected participants. The documents were analyzed and interview was made with PTA heads and ZEO office head. Finally the data were collected from the respondents and arranged with their source and instrument for analysis.

3.7. Methods of Data Analysis

The data were collected and arranged in their homogeneity first then the statistical tools for analysis and interpretation were selected and the data collected questionnaire were interpreted using statistical tools. Both qualitative and quantitative data analysis methods were employed to answer the research questions and to attain the objectives. The data obtained through interview and documents were analyzed qualitatively by using narrative form to complement that data collected through questionnaire.

Statistical tools like frequency counts, percentages, average mean, weighted mean values, and ANOVA were applied to analyze the data obtained through questionnaires quantitatively. Accordingly, the researcher used these basic statistical tools in the research

work for the following purposes. Frequency, percentages and mean values, statistical tools were used to summarize the responses obtained through questionnaire. Besides, ANOVA was used to check the difference and similarities in opinions among teachers, principals, supervisors and WEO.

3.8 Ethical Consideration

Ethical consideration in research is very critical. Ethics are the norms or standards for conduct that distinguish between right and wrong. They determine the difference between acceptable and Unacceptable behaviors. It is important in research because ethical standards prevent against the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. Ethical behaviors is also critical for collaborative work because it encourage an environment of trust, accountability, and mutual respect among researchers. Researchers must also adhere to ethical standards in order for the public to support and believe in research. The public wants to be assuring that the researcher followed the appropriate guide lines for issues like human rights, compliance with the law, conflicts of interest, safety, healthy standard and so on. Therefore the researcher considered the ethical issues that the respondents hate when the data gathered.

4. RESULTS AND DISCUSSION

This part deals with presentation, analysis and interpretation of the data categorized in to two sections. The first section treats the characteristics of the respondents. The second deals with the presentation and analysis of data gathered from the respondents through questionnaires, interviews and documents on five basic questions rose under the community participation for student academic achievement in secondary schools of North Shoa Zone.

For the sake of data presentation and analysis, teachers were categorized under the first group as the key actors of students' academic achievement in their respective schools. Principals and supervisors were categorized as the second group and respondents from WEO office and ZEO office were categorized as the third group with common name Officials. A total of 262 questionnaires were prepared, of which 218 were distributed to teachers, 23 to school principals, 12 to supervisors, and 8 for WEO officials and 1 to Zone education office head. All distributed questionnaires were completed and returned from four groups of respondents.

Interviews were conducted with 1 Zone education office head and 12 PTA leaders heads. Moreover, the document analysis was made in Zone education office, 8 woredas' education offices, and 12 schools. Accordingly, the obtained data from the above sources were presented in tables, organized and interpreted.

4.1. Characteristics of Respondent

This subtopic was used to analyze the sex, educational qualification, field of specialization, and service years in current position/school and total service in this profession and their impact on community participation and students' academic achievement.

Table 3. Characteristics of Respondent

No	Items	Respondents							
		T e a c h e r s (n=112)		Principals&sup ervisors (n=35)		Officials (n=9)		T o t a l (N=156)	
		ni	%	ni	%	ni	%	N	%
1	Sex								
	Male	169	77.6	35	100	9	100	213	84
	Female	49	22.4	-	-	-	-	49	16
	Total	218	100	35	100	9	100	262	100
	Qualification								
	Diploma	-	-	-	-	-	-	-	-
	BA/BSc/Bed	186	85.7	20	57	9	100	215	80
2	MA/MSc/Med	32	14.3	15	43	-	-	47	20
	Total	218	100	35	100	9	100	262	100
	Specialization								
	Subject area	218	100	23	66	5	56	246	82
3	EdPM /leadership			12	34	4	44	16	18
	Tatal	218	100	35	100	9	100	156	100
	Total service								
	1-5	28	13	-	-	-	-	28	8.9
	5-10	48	22	4	11	2	22	54	19.8
	10-15	52	24	10	29	4	45	66	26.4
	15-20	59	27	14	40	2	22	75	29.5
	>20	31	14	7	20	1	11	39	15.4
	Total	218	100	35	100	9	100	262	100
5	Service in current position								
	1-5	98	45	20	57	6	67	124	25.6
	5-10	72	33	13	37	2	22	87	42.4

10-15	28	13	2	6	1	11	31	25.6
15-20	11	5	-	-	-	-	11	3.8
>20	9	4					9	2.6
Total	218	100	35	100	9	100	262	100

In table 4, item 1, 87 (77.6%) of the respondents from the teachers were males and 25(22.4%) were females. In the same way, of the respondents from the school principals and supervisors, 23(100%) were males and there were no females. From the WEO and ZEO officials 9(100%) were males and there were no females. This indicates that the involvement of females in the education sector especially in administration area was very low. Females are a part of the community who can equally participate with males and maximize students' academic achievement. In relation to the educational qualification, from table 4, item 2, 96(85.7%) of the teachers were degree holders and 16(14.3%) were Qualified in MA/MSc/Med. Whereas 20(57%) of school principals and supervisors were degree holder and 15(43%) of them were qualified in M.A degree and from the WEO and ZEO officials 9(100%) of them were degree holders.

As indicated in table 4 item 3, 5(56%) WEO , ZEO office heads and 23(66%) school principals and supervisors were graduated in subject area specialist. whereas 4(44%) WEO and ZEO office heads and 12(34%) school principals and supervisors were graduated in educational planning and management respectively. This indicates , most of the educational leaders at Woreda, Zone and school level lacked professional qualification in leading educational organization. This also shows , they may be incompetent in maximizing community participation for the improving students' academic achievement.

As shown in the table 4, item 5, 51(45%) respondents from teachers, 6(67%) respondents from woreda and Zone education offices and 20(57% school principals and supervisors have served for less than five years in their current position. This clearly indicates that educational leaders especially school principals and supervisors were not served for long period of time due to turn over. This may lead them to take more time to create partnership with community.

4.2. Relationship of Community Participation and Students' Academic Achievement.

This section focuses on the presentation, analysis and interpretation of data on the contribution of Community Participation to Students' Academic Achievement in secondary schools of North Shoa Zone. To analyze the result of the study ANOVA test was used to calculate the mean, frequency and significance of the respondents' opinion.

Table 4: Importance of community participation for students' academic achievement

Items		Teac	princi	superv	WEO	Total	
		N	112	23	12	8	155
1.	Support in fulfilling necessary resources.	Mean	3.92	4.04	4.35	4.25	3.99
		F					2.431
		Sign					.067
2.	Help to identify and addressing teaching Learning problems.	Mean	3.70	3.34	3.75	3.75	3.65
		F					2.443
		Sign					.066
3..	Strengthen school community partnership	Mean	3.09	3.43	3.58	3.62	3.21
		F					4.131
		Sign					.008
4.	Increase the accountability of each stake holders for students' academic achievement.	Mean	3.43	3.86	3.58	3.37	3.50
		F					2.923
		Sign					.036
5.	Improves home environment for students' learning.	Mean	3.43	3.26	3.33	3.25	3.39
		F					.832
		Sign					.478
6.	Promote democratic practices in the	Mean	3.78	3.43	3.41	3.62	3.69

	school.	F					.108
		Sign					.955
7.	Help to develop relevant curriculum and learning materials.	Mean	3.19	2.86	3.00	3.62	3.15
		F					4.136
		Sign					.008
8.	Discuss on the performance for student academic achievement.	Mean	3.35	3.13	3.33	3.50	3.32
		F					1.587
		Sign					.195

Key: N= Total number of respondents, 1= Very low, 2= Low, 3= Medium, 4= High, 5= very high, for ANOVA test significant at alpha Level 0.05, ANOVA table value on the df (3, 151) = 2.65.

The mean scale used for analyzing this data is: for the mean value, 0-1.49 very low Important, 1.5-2.49 low important, 2.50-3.49 Medium, 3.50-4.49 High and 4.50-5.0 very High. As indicated in Table 4 above, the importance of community participation in items 1, 2, 4 and 6 were rated High relative to the other importance with the average mean Values of 3.99, 3.65, 3.50 and 3.69 respectively. Community participations in items 3, 5, 7 and 8 were rated as average important for the students' academic achievement with the mean value of 3.21, 3.39, 3.15 and 3.32 respectively. The ANOVA test with 0.05 significance for the above items shows that, the calculated F-value is less than the ANOVA critical value 2.65. This implies that there is no significance difference in opinions of the groups with regard to the Importance of community participation for students' academic achievement in the Zone level.

It is also observed from the evidence available in Table 4, the importance of community participation for students' academic achievement in items 1-8 was found to be rated as High by the respondents with the average mean values of 3.4875. So, students' academic achievement needs the participation of all community members to achieve educational goals.

Hence, the consensus is that the contribution of community participation for student academic achievement is high. In this support, the data obtained from the interview conducted with PTA and ZEO head indicated that, they helped students which do not have parent and have economic problem in dressing uniform ,supplying education materials like exercises book and pens and supporting accommodation payments. In addition they support in maximizing limited resources, developing relevant curriculum and learning material, identifying and addressing problems, promoting girls' education, creating and nourishing community-school partnerships, realizing democracy, increasing accountability, ensuring sustainability, improving home environment (Uemura, 1999).

The benefit obtained from these activities were improvements in students' behavior, school attendance, time management, and aware them the importance of school, students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. These importance's have relationship with students' academic achievement. Research findings have also shown that a continued effort of community participation throughout the students' education can improve academic achievement (Driessen, Smit and Slegers, 2005; Fan, 2001; Hong and Ho, 2005).

In addition to this community participation contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing equity (Bray, 2001). This clearly indicates that there is significant relationship between community participation and students academic achievement.

4.2.1. The Extent community participation supports students' Academic Achievement

Community participation can play a great role in improving students' academic achievement in educational policy and research. The extent the participation may be different from zone to zone; woreda to woreda, school to school, culture to culture and society to society. Community participation may have different types, which might have

different influence on academic performance of the students. The extent that community participation supports in students' academic achievement can be seen in terms of participation at students' home and the participation both at home and the school.

Table 5: Community contribution to students' academic achievement

No	Items		Teacher	Principal	Super	WEO	Total
1	The extent of Cooperating with school to identify students' problem.	N	218	23	12	8	155
		Mean	2.45	2.43	2.25	2.50	2.43
		F					.484
		Sig					.694
2	The extent of working with school to improve students' learning	Mean	2.46	2.39	2.25	2.63	2.44
		F					.772
		Sig					.512
3	The extent of Organizing time table for their children at home.	Mean	1.67	2.00	2.50	2.13	1.81
		F					9.48
		Sig					.000
4	The extent of supporting students in their home work.	Mean	2.46	2.30	2.58	2.50	2.45
		F					.763
		Sig					.517
5	The extent of Helping children in dressing, feeding, and physically ready to learn at school.	Mean	2.36	2.57	2.75	2.38	2.42
		F					2.49
		Sig					.063
6	The extent of Encouraging and supporting students 'stay in school.	Mean	2.51	2.35	2.67	2.63	2.50
		F					1.33
		Sig					.266

7	The extent of Advising Children in shaping their behavior.	Mean	2.57	2.43	2.58	2.63	2.55
		F					.547
		Sig					.651
8	The extent of Follow up their children in daily activities.	Mean	2.38	2.35	2.42	2.50	2.39
		F					.148
		sig					.930

Key: N=155 1= Very low, 2= Low, 3= Medium 4= High 5= Very high, ANOVA test Significant at alpha level 0.05, ANOVA table value on the $df(3, 151) = 2.65$.

The mean scale used for analyzing this data is: for the mean value, 0.0-1.49 very low, 1.50-2.49 Low, 2.50-3.49 medium, 3.50-4.49 high and 4.50-5.00 very high.

As indicated in Table 5, item 1, 2, 3, 4 and 8 the extent that community members helping students Cooperating with school to identify students' problem, to school to improve students' learning, Organizing time table for their children at home, The extent of supporting students in their home work, the systems the parents used to follow up their children daily activity and both inside and outside school were rated low with the average mean 2.43, 2.44, 1.81, 2.45, and 2.39 respectively.

The ANOVA value was calculated to check if there is statistically significant difference between the opinions of the group. It indicates that the calculated f-value of the above items is less than the ANOVA critical value 2.65. This implies that there is no significant difference between the opinions of the group regarding the support of community participation for student academic achievement.

On the other hand from the Table 5, item 5, 6 and 7 The extent of Helping children in dressing, feeding, and physically ready to learn at school, Encouraging and supporting students stay in school and advising children in shaping their behavior were rated medium with average mean 2.52, 2.50 and 2.55. The extent that community participation supports for students academic achievement at home and at school is medium with weighted mean 2.38. The ANOVA test result shows that, the F- test value in items 5, 6 and 7 the

significance at alpha level is greater than 0.05 ($p > 0.05$). This indicates that there is no Statistical significance difference among respondents response on the items.

According to the interview conducted with ZEO officials and PTA heads they describe that in the schools there are students who help themselves in dressing, feeding and Physically ready to learn at school by doing labor works for other peoples and by selling small goods in the market. As they revealed that, this has impact on students' academic achievement because most of this type of students didn't come to school on the market days. As the data obtained from teachers, school principals and supervisors and WEO heads the average responses for the questionnaire show that, the extent that community participation supports for students academic achievement is medium with weighted mean 2.38. From the interview made with ZEO head and they PTA described that there were students who help themselves and this has impact on their academic achievement. The research findings also support that, most community participation in students' education occurs at home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school (Epstein's 1995)

4.2.3. The Major Challenges for Community Participation

Community participation at the school level, particularly in area with weak implementation capacity is potentially constrained by a number of challenges/obstacles. Therefore, in the following table, 10 items assumed the major challenges those limit the contribution of community participation for students academic achievement were identified and presented for analysis. The following table shows the views of respondents and the ANOVA test for relating the opinion of the respondents.

Table 6: The major challenges that limit the contribution of community participation.

The major challenges.		Teach	Princi	Supe	WEO	Total	
1	Economic conditions of community.	N	218	23	12	8	155
		Mean	3.08	2.82	3.00	3.00	3.29
		F					3.04
		Sign					.125
2.	Existing political arrangements.	Mean	2.66	2.39	2.66	2.75	2.63
		F					1.25
		Sign					.30
3	Socio cultural condition.	Mean	3.23	2.91	2.91	3.00	3.14
		F					2.46
		Sign					.064
4.	A mismatch of what community expects schools to be and what the schools were doing.	Mean	3.16	2.86	3.08	3.00	3.10
		F					1.33
		Sign					.26
5.	Thinking that provision and management of education is the task of the state.	Mean	3.49	3.54	3.50	3.52	3.51
		F					1.54
		Sign					.06
6.	Lack of knowledge about the role of community in improving student academic	Mean	2.28	2.52	2.91	3.00	2.40
		F					6.44

	achievement.								
		Sign							.054
7.	Resistances from teachers (assumptions that, if the community gains power over school decisions teachers will lose freedom).	Mean	1.47	2.30	2.08	2.12	1.64		
		F							2.44
		Sign							.04
8..	Capacity to afford cost of community participation.	Mean	3.38	3.00	3.41	3.25	3.32		
		F							2.44
		Sign							.06
9.	The need for complex managerial skills, attitudes, and behaviors.	Mean	3.37	3.04	3.08	3.00	3.28		
		F							3.27
		Sign							023
10.	Conflict of interest among stake holders.	Mean	3.08	2.95	3.08	2.75	3.04		
		F							.74
		Sign							.52

Key: The ANOVA critical value is 2.65 at df between 3 and 151 and the level of significance is 0.05. For the purpose of analysis, the mean value rating were labeled as 0.0-1.49 very low, 1.50-2.49 Low, 2.50-3.49 medium, 3.50-4.49 high and 4.50-5.00 very high based on the seriousness of the challenges.

As it can be seen from table 6 above, the response of the teachers, school principals and supervisors and WEO head with respect to item 5, was rated as high with Average mean score 3.49, 3.54, 3.50, and 3.52 respectively. This indicates that thinking the provision and management of education is the task of the state was the major challenges that limits the contribution of community participation for students academic achievement in secondary schools in the zone. To check whether there is statistically difference between the opinions of the four groups of respondents. Accordingly, the

ANOVA calculated in Table 6, for items 5 at the 5% level of significance is 0.06 which is less than the ANOVA table value (2.65).

This realize that there is no significance difference between the responses of four groups of respondents .In addition the respondents view on Table 6 item 1, 2, 3, 4, 6, 7 , 8, 9 and 10 were rated as medium with the average mean score ranging between 2.5 and 3.49 next to item 5. The ANOVA calculated for the items at 0.05 significance level is less than the ANOVA critical value 2.65.

These shows that economic condition of community, Existing political and arrangements, socio cultural condition, capacity to afford cost of community participation, the need of new and complex managerial skills, attitudes and behaviors, conflict of interest between goals of participation are the other challenges that limit the community participation for students academic achievement in secondary schools.

Moreover, according to interview made with ZEO education office head and PTA heads they were faced with different challenges to perform their decentralized roles and Responsibilities. Economic condition of community to afford cost participation required in participatory activities in their school and the thinking the community that provision and management of education is the task of the state or it doesn't concern us says are the most challenges in the sample schools. The other challenges like, the time of community participation due to job burden were the challenges specially for PTA. Additionally, they said that, parents who are illiterate or unemployed and who don't attend school events have less participation in school than those educated, employed and always attend school activities.

In literature also when the cost of supporting schools outweigh the benefits of education, it is unlikely for community participation to advance (Watt, 2001). Additionally level of community participation attainable at any given time is affected by economic conditions of community, existing political and institutional arrangements, and socio cultural condition (Adam, 2005; Shaffer, 1994).

Other research, Uemura (1999) also argues that all parents do not get involved in education because parents have different understanding about schools and consequently they could think that they have no control over school, may not want to talk to and interfere into teachers business.

4.2.4. Efforts Made So Far To Improve the Contribution of Community Participation

Higher level of community participation is an evolutionary process that goes up from the lower level of participation to higher level with different speed and outcome at various level of governance. To improve the community participation it needs more efforts with the stakeholders.

The following table shows the views of respondents and the ANOVA test for the relation of their opinion.

No	Items		Teach	Princi	Supe	WEO	Total
1.	Adopt the values and principles of family centered care and the shared power in collaborative leadership.	N	112	23	12	8	155
		Mean	3.47	3.34	3.41	3.12	3.43
		F					1.43
		Sign					.235
2.	Build on existing relationships and make a personal connection and invitation.	Mean	3.11	3.04	3.08	3.00	3.09
		F					.123
		Sign					.946
3	..Post public announcements, advertisements and/or	Mean	2.60	2.73	2.83	2.87	2.65
		F					1.36

	open invitations about specific opportunities.	Sign						.255
4.	Target invitations through community organizations that serve young children and their families.	Mean	3.08	2.95	3.08	3.00	3.05	
		F						.316
		Sign						.814
5.	Create a family relationship role at the school, and ensure that the work of the relationship addresses family, school, and community concerns and needs.	Mean	2.59	2.52	2.75	2.87	2.61	
		F						1.00
		Sign						.394
6.	Connect to grassroots organizations that promote citizen and parent involvement	Mean	2.64	2.43	2.83	2.87	2.63	
		F						1.33
		Sign						.264
7.	Hold community forums or neighborhoods meetings	Mean	2.50	2.65	2.91	2.75	2.56	
		F						1.21
		Sign						.306
8.	Ask community organizations, such as civic groups, or social clubs to post notices or nominate families.	Mean	2.78	2.65	2.75	2.75	2.76	
		F						.234
		Sign						.873
9.	Reach out through groups where parents are already organized to find interested parents (example, community groups' neighborhoods associations).	Mean	2.50	2.47	2.66	2.62	2.52	
		F						.475
		Sign						.700
10.	Inquire across-systems for additional successful Strategies for engaging families as leaders.	Mean	2.30	2.60	2.58	2.62	2.38	
		F						.900
		Sign						.443

Table 7: Efforts so far made to improve community participation.

Key: The ANOVA critical value is 2.65 at degree of freedom (df) between 3 and 151 and the Level of significance is 0.05. The researcher ranked the efforts made so far to improve community participation for Students' academic achievement in secondary schools from the respondents' response. For this Purpose the researcher used the average mean values to rank and used the interval 0.0-1.49 very low, 1.50-2.49 Low ,2.50-3.49 Medium,3.50-4.49 High, 4.50-5.00 very high.

As indicated in Table 7 above, the items (1-9) Adopt values and principles of family centered care, build community relationship, post public announcements, create target invitation, create a family relationship role, connect to the grass root organization and hold

community forum practice were rated medium with the average mean 3.43, 3.09, 2.65, 3.05, 2.61, 2.63, 2.56, 2.76 and 2.52 respectively. The ANOVA test with 0.05 level of significance from Table 7 shows that, the calculated F value for all items (1-9) is less than the ANOVA critical value (2.65). This implies that there is no significance difference in opinions of the four groups respondents with regard to the efforts so far made to improve community participation for students' academic achievement.

As the result of interview made with PTA and ZEO heads showed, the community participation in some schools were to some extent designed and performed in line With the overall goals and objectives of the region and national level community participation plans and programs. Through this understanding the most practiced activities of community participation was done on the awareness creation activities between schools and community members in most of the schools in the zone.

Hence, the consensus is that efforts made so far to improve community participation for the Students' academic achievement were similar throughout the zone rather than the commitment of the concerned bodies. This means in the schools of well committed leaders found, the Efforts made were faster than the others

.2.5 The Alternative Strategies Used To Maximize Community Participation.

Schools are expected to explain their objectives, achievements and needs to the community and also find out views of the community about schools, what they expect them to be and do.

In order to accomplish these tasks, school-community relations should focus on capturing (attracting) communities' attention toward education and on arousing the people to learn a lot about schools with the intention to help them to participate actively in searching solutions to educational problems. Schools to attain this, it should know the strategies used to increase the contribution of community participation in education.

As the teachers, principals and supervisors listed on open ended questionnaire, the most common alternative strategies used to maximize community participation in secondary schools are school bazaars, conferences, parent teacher assembly, school invitation of

parents (Community) on school performance evaluation, and celebrating parent days at the beginning and the end of the school year are some of the alternative strategies used.

In addition, from the opinion in open ended questionnaires for PTA, WEO heads and ZEO head listed that planning and implementing all school activities with the community, hold community forums and meetings constantly in the school, make school performance transparent to the entire community, creating continuous relationship between community and school environment were the strategies used by most schools. Additionally from the interview made with ZEO heads, solving community infrastructures needs, encouraging community involvement school affairs, developing continuous communication systems between community and school members; support community involvement on the home front, supporting educational opportunities for families, preparing educators to work with communities on the students' academic achievement were listed.

As the researcher summarized the response from the questionnaires and interview from respondents, planning and implementing all activities of the school with the community, holding community forums and meetings constantly, creating continuous relationship between community and school environment ,building a support infrastructures, encouraging community involvement, developing continuous communication systems between community and school members, support community involvement on the home front, supporting educational opportunities for families, preparing educators to work with communities on the students' academic achievement are the strategies directly or indirectly used to maximizing the contribution of community participation for students' academic achievement.

In general ,to maximize community participation for students' academic achievement as Christenson (2004) has described: garnering administrative support, acting as a systems advocate, implementing family–school teams, increasing problem solving across home and school, identifying and managing conflict, supporting families, and helping teachers improve communication and relationships with families was reviewed from literature.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part of the study elaborates the summary of the major findings, the conclusion reached at, and the recommendations suggested based on the findings.

5.1. Summary

The main purpose of this study was to investigate the contribution of community participation, for students' academic achievement in secondary schools of North Shoa Zone. This section provides a brief account of the objectives, the materials and methods used, and the major findings of the study.

The specific objectives to be addressed in the study were:

1. To examine the extent that community participation support students' academic achievement in secondary schools of North Shoa Zone.
2. To identify whether there was significant relationship between community participation and students' academic achievement in secondary schools of North Shoa Zone.
3. To distinguish the major challenges that limits the contribution of community participation for students' academic achievement in secondary schools of North Shoa Zone.
4. To explore efforts made so far to improve the contribution of community participation for students' academic achievement in secondary schools of North Shoa Zone.

To address the above specific objectives, the descriptive survey research design was used as it enables to make investigations with predictions, narration of events, comparisons and drawing of conclusions based on the information obtained from representative samples of the target population. This design was selected because it is appropriate as the aim of the study was to get an exact description of current status. Both quantitative and qualitative research approach was employed to investigate the contribution of community participation, for students' academic achievement in the secondary schools of North Shoa

Zone. Teachers, principals, supervisors, PTA, WEO heads and ZEO head were the respondent of the study.

They were selected by using both simple random sampling and availability sampling technique. In this regard, 186 participants were involved in the study. A total of 155 questionnaires were distributed after pilot tested. Then data was collected from the respondents, by means of questionnaire, interviews and document analysis and related literature was reviewed. To enrich the data gathered through questionnaire, interviews were conducted with 12 PTA heads and 1 ZEO head. Then the data was organized, tabulated and analyzed using different statistical tools such as, percentage, mean scores and ANOVA. According to the results of the data analyzed, the following major findings of the study are presented below.

1. From the analysis undertaken, regarding the extent that community participation support students' academic achievement in secondary schools, the following has been found :
 - a) There is high community participation in fulfilling necessary resources, identifying and addressing the teaching learning problems, increasing the accountability of stake holders for student academic achievement and promoting democratic practice in the schools with the average mean 3.99, 3.65, 3.50 and 3.69 respectively.
 - b) The community participation in strengthen school community partnership, improving home environment for students learning, help to develop relevant curriculum and learning materials and discuss on student academic performance are rated as average important with mean value 3.21, 3.39, 3.15 and 3.32 respectively.
2. From the analysis undertaken, regarding significant relationship between community participation and students' academic achievement in secondary schools, the following has been found:
 - a) The extent that community members helping students Cooperating with school to identify students' problem, working with school to improve students' learning, Organizing time

table for their children at home, supporting students in their home work, the systems the parents used to follow up their children daily activity were low with the average mean 2.43, 2.44, 1.81, 2.45, and 2.39 respectively.

b) The extent of helping children in dressing, feeding, and physically ready to learn at school, Encouraging and supporting students stay in school and advising children in shaping their behavior were medium with average mean 2.52, 2.50 and 2.55.

3. The researcher was tried to identify the major challenges that limits the contribution of community participation for students' academic achievement in secondary schools and found the following:

a) The thinking that the provision and management of education is the task of the state was the major challenges that limits the contribution of community participation for students academic achievement in secondary schools in the zone with the average mean 3.51.

b) Economic conditions of community, Socio cultural condition, Existing political arrangements, A mismatch of what community expects schools to be and what the schools were doing, Lack of knowledge about the role of community in improving student academic achievement, Capacity to afford cost of community participation ,The need for complex managerial skills, attitudes, and behaviors and Conflict of interest among stake holders are some of the challenges rated as medium with the mean score ranging between 2.50-3.49.

4. The analysis indicated that the following efforts were made to improve the contribution of community participation:

Adopt values and principles of family centered care, build community relationship, post public announcements, create target invitation, create a family relationship role, connect to the grass root organization and hold community forum practice were rated as medium with the average mean 3.43, 3.09, 2.65, 3.05, 2.61, 2.63, 2.56, 2.76 and 2.52 respectively.

5. As observed from the response of respondents, the alternative strategies used to maximize the contribution of community participation are the following:

As the teachers, principals and supervisors listed on open ended questionnaire, the most common alternative strategies used to maximize community participation in secondary schools are school bazaars, conferences, parent teacher assembly, school invitation of parents (Community) on school performance evaluation, and celebrating parent days at the beginning and the end of the school year are some of the alternative strategies used.

5.2. Conclusion

Research concludes in the assessed secondary schools of the North Shoa Zone of Oromia Regional State the contribution of community participation for student academic achievement is well cascaded and implemented. There is high community participation in fulfilling necessary resources, identifying and addressing the teaching learning problems, increasing the accountability of stake holders for student academic achievement and promoting democratic practice in the schools. On the other hand, the extent of helping children in dressing, feeding, and physically ready to learn at school, Encouraging and supporting students stay in school and advising children in shaping their behavior were exercised well.

But community participation in strengthen school community partnership, improving home environment for students learning, help to develop relevant curriculum and learning materials and discuss on student academic performance to some extent well.

However, The extent that community members helping students Cooperating with school to identify students' problem, working with school to improve students' learning, Organizing time table for their children at home, supporting students in their home work, the systems the parents used to follow up their children daily activity were low. In the same token, economic conditions of community, Socio cultural condition, existing political arrangements, a mismatch of what community expects schools to be and what the schools were doing, Lack of knowledge about the role of community in improving student

academic achievement, Capacity to afford cost of community participation, are some of the challenges that weighted average.

In addition, the thinking that the provision and management of education is the task of the state was the major challenges that limits the contribution of community participation for students' academic achievement in secondary schools in the zone.

Most of the activities done to support community participation for students' academic achievement in the schools were more focusing on the activities like Adopt values and principles of family centered care, build community relationship, post public announcements, create target invitation, create a family relationship role, connect to the grass root organization and hold community forum practice. And school bazaars, conferences, parent teacher assembly, school invitation of parents (Community) on school performance evaluation, and celebrating parent days at the beginning and the end of the school year are some of the alternative strategies used in most of secondary schools.

5.3. Recommendations

In light of the findings and conclusions of the study, the following recommendations are suggested.

1. The extent to which community participation support students' academic achievement was rated as medium. Therefore, PTA, WEO and School are expected to cooperate with educational stakeholders and establishing collaboration with the other social service sectors, NGOs, individuals, institutions and humanitarian bodies to maximize the extent of community participation for supporting students' academic achievement.
2. Regarding significant relationship between community participation and students' academic achievement, there is high community participation in fulfilling necessary resources, identifying and addressing the teaching learning problems, increasing the accountability of stake holders for student academic achievement and promoting democratic practice in the schools. Similarly the community participation in improving home environment for students learning, help to develop relevant curriculum and learning

materials and discuss on student academic performance with the school are rated as average. These successes have relationship with students' academic achievement. Therefore, the education concerned bodies WEO, ZEO, OREB, secondary schools "CRC" leaders should have to provide a remedial training for the school leaders to strengthen and widen the best practice used so far in the schools regarding community participation in improving students' academic achievement.

3. Transparency and awareness related problems were found to be serious challenges. To improve these challenges, school principals, supervisors and teachers are recommended to strengthen home-school-community relations, solve the challenges of community participation and apply variety of communication channels to maximize their contribution for students' academic achievement.

4. Adopt values and principles of family centered care, build community relationship, create target invitation activities are practiced well in the schools but post public announcements, create a family relationship role, connect to the grass root organization and hold community forum practice still needs improvement. Therefore, the school, WEO and ZEO had better to include good strategies for strengthening community participation in their work plan and play a community members' relationship role and ensuring the work of the relationship address school community needs.

5. Lack of time for school management and community for communication on student academic achievement due to job burden is the other challenge that hinders the community participation especially for PTA as rose in the interview made with PTA and ZEO head. Hence, the school principal, supervisors and PTA had better to use bazaars, conferences, parent teacher assembly and parent days at the beginning and the end of the schools' academic years as opportunity to discuss on the school academic and non-academic activities performance report and laid down solution for school problems.

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7. APPENDIX I

HARAMAYA UNIVERSITY

Postgraduate Program Directorate

Department of Educational Planning and Management

QUESTIONNAIRE FILLED BY TEACHERS, PRINCIPALS, SUPERVISORS WEO OFFICIALS AND ZEO OFFICIALS

Purpose The purpose of this questionnaire is to collect firsthand information for the research study entitled “Contribution of Community Participation for Students’ Academic Achievement in Secondary Schools of North Shoa Zone Zone”. Therefore, your

cooperation in providing relevant and honest information will be of great help to the study. Please respond to all questions provided in this instrument completely and openly.

Direction

1. No need to write your name
2. Indicate your answer by putting “√” mark in the tables.
3. The answer for the open ended questionnaire will be answered by writing on the space given. Please, put additional spaces (if necessary), to your answers for questions which require your opinion.

PART ONE

1. General Information

1.1. Woreda _____, School, _____

1.2. Sex: Male Female

1.3. Current position. _____

1.4. Years of service: total _____, in the present school _____

1.5. Qualification: A. Diploma B. BA/BSc/Bed C. MA/MSc/Med

D. If any other, specify _____

1.6. Your field of specialization _____

PART TWO

	Items	Very low	Low	mediu m	high	V e r y high
1.	Support in fulfilling necessary resources.					

2.	Help to identify and address teaching learning problems.					
3.	Strengthen school community partnership.					
4.	Increase accountability of each stake holders for students' academic achievement					
5.	Improves home environment for students' learning.					
6	Promote democratic practices in the school.					
7	Help to Develop relevant curriculum and learning Materials.					
8.	Discuss on the performance for student academic achievement..					

2. To identify the relationship between community participation and students' academic ach

2.1. To identify the strength of community participation for student academic achievement.

PART THREE

3. To examine the extent that community participation supports students' academic achievement. Community members participate in the following activities to support students in their academic achievement. Please put them in the extent of their level of participation according to your school Woreda/Zone / context. Use /√/ to indicate your response.

No	Activities	V e r y low	Low	medium	High	V e r y high
1	The extent of Cooperating with school to identify students' problem.					
2	The extent of working with school to improve student learning					
3	The extent of Organizing time table for their children at home.					
4	The extent of supporting students in their home work.					
5	The extent of Helping children in dressing, feeding, and physically ready to learn at school					
6	The extent of Encouraging and supporting students 'stay in school					
7	The extent of Advising children in shaping their behavior					
8	The extent of follow up their children daily activities.					

Please, if there are other activities list them and describe the level of the activities

PART FOUR

4. To distinguish the major challenges that limits the contribution of community participation for the students' academic achievement.

The following are the major challenges that limit the contribution of community participation for the students' academic achievement. Show your level of agreement or disagreement on the challenges according to your school/ Woreda/Zone context

No	List of challenges to community participation	The degree of seriousness of the problem				
		Very low	Low	Medium	High	Very High
1	Economic conditions of community					
2	Existing political arrangements.					
3	Socio cultural condition.					
4	A mismatch of what they expect schools to be and what the schools were doing.					
5	Thinking that provision and management of education is the task of the state.					
6	Lack of knowledge about the role of community in improving student academic achievement.					
7	Resistances from teachers (assumptions that, if the community gains power over school decisions teachers will lose freedom)					
8	Capacity to afford cost of community participation.					
9	The need for complex managerial skills, attitudes, and behaviors.					
10	Conflict of interest among stakeholders.					

Please, if there are other activities list them and describe the level of the activities.

PART FIVE

5. To explore efforts made so far to improve the contribution of community participation. The following are the activities used to improve contribution of community participation. Please select the activities those so far practiced in your school/ Woreda/Zone to improve the contribution of community participation (leave the activities which are not practiced). Put “√” mark for the activities and rank them according to their level of implementation; from the one which is more practiced to the one less practiced in your school/ Woreda/Zone.

No	Activities made so far to improve the contribution of community participation.	The level of Efforts So Far made.				
		Very low	Low	Medium	High	Very High
1	Adopt the values and principles of family centered care and the shared power in collaborative leadership					
2	Build on existing relationships and make a personal connection and invitation					
3	Post public announcements, advertisements and/or open invitations about specific opportunities					
4	Target invitations through community organizations that serve young children and their families					
5	Create a family relationship role at the school, and ensure that the work of the relationship addresses family, school, and community concerns and needs					
6	Connect to grassroots organizations that promote citizen and parent involvement					
7	Hold community forums or neighborhoods meetings					
8	Ask community organizations, such as civic groups, or social clubs to post notices or nominate families					
9	Reach out through groups where parents are already organized to find interested parents (example, community groups neighborhoods associations)					
10	Inquire across-systems for additional successful strategies for engaging families as leaders					

APPENDEIX II

INTERVIEW GUIDE FOR PTA

I. General Information

1.1. Woreda _____, School, _____

1.2. Sex: Male Female

1.3. Current position: _____

1.4. Years of service: total _____, in the present position _____

1.5. Qualification: _____

E. If any other specify _____

1. 6. Your field of specialization _____

II. Interview

1. 1. What is the level of community participation and challenges in maximizing students' academic achievement in secondary school? What Efforts were made So Far to Improve the Contribution of Community Participation? Is there any form of resistance from the parts of community for participation in your school? And what alternative strategies your school used to maximize the contribution of community participation for Students' academic achievement in secondary schools.

Thank you for your

partici

APPENDEIX III

INTERVIEW GUIDE FOR ZEO OFFICIALS

I. General Information

1.1. Place: Zone North Shoa

1.2. Sex: Male Female

1.3. Current position:

1.4. Years of service: total _____, in the present position _____

1.5. Qualification: _____

E. If any other specify _____

1. 6. Your field of specialization _____

II. Interview

1. What is the level of community participation and challenges in maximizing students' academic achievement in secondary school? What Efforts were made So Far to Improve the Contribution of Community Participation? Is there any form of resistance from the parts of community for participation in your school? And what alternative strategies your school used to maximize the contribution of community participation for Students' academic achievement in secondary schools .

Thank You for Your cooperation