

**COMMUNITY PERCEPTION TOWARDS PRIVATE SCHOOLS OF
JIGJIGA CITY ADMINISTRATION**

MA THESIS

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JUNE 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Community Perception towards Private Schools of Jigjiga City
Administration**

**A Thesis Submitted to the Department of Educational planning and
Management
Directorate of Post graduation Program,
Haramaya University**

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

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June 2017

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STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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BIOGRAPHICAL SKETCH

The author was born in 1968, in Addis Ababa , Aradasub city, Ethiopia. He attended his elementary and junior secondary school in Atse Kaleb in Addis Abeba, Chanco elementary and junior second school in Sululuta wordea chanco city which is found west of Addis Abeba fourty kilo meter away from Addis Abeba and his secondary school in Menilike II Secondary school. After his successful completion of high school education he joined Kotebe Teacher Education 1987 G.C But after two months later he Drop out and Join Harar military science Institute (Harer Academy) and graduated with Certificate. He continues Kotebe Teacher Education College Graduated in Diploma in Geography in year 1998 then he continues his Education in Haramaya Universty (B.Ed degree in Geography and Environmental Science) in July 2009. He is working in private school the so called "The Spark Academy "(private school in Jigijiga) and served as director for ten years. He joined the School of Graduate Studies at Haramaya University for his M.A study in Educational leader ship in 2012.

ACKNOWLEDGMENT

First and foremost, I would like to thank the Almighty God for keeping my health, strength, patience and protection throughout my life.

My special appreciation goes to my major advisers, Dr. Bahar Adem and Tadesse Hailu (assistance professor) for their personal commitment and effort to speedily read and comment on my drafts plus all my review.

I am also grateful to Dr. Srinivas, who is currently working in Jigjiga University, for his course delivery and clarifying several doubts during my research work in Jigjiga.

My gratitude is also extended to Ato Habtamu Kefale and Daniel Amenu for their support, encouragement and academic ideas. Their input during our interactions, discussions and friendship contributed greatly to the completion of this thesis

I wish to acknowledge all "The Spark Academy" members who in one way or another assisted me in the completion of this study also "The Spark Academy" itself by paying my entire expense.

I thank to the school community, school owner and director, WEB, REB and JCEB for the questionnaire, interview and dissections this study would never have been accomplished.

In general nothing substantial could have been achieved without the understanding and encouragement of my entire family, especially my wife, Elsabet Mulugeta and my children Yesehak Kiflegebriel, Wosen Telahun my sister and brother Esete Kebede and Gashaw Mekonen, who made me feel at home and drove me into continued research for excellence.

Finally, for those not mentioned here, I thank very much for their support and contribution.

ABBREVIATIONS

ETPE	Educational and Training Policy of Ethiopia
FGD	Focus Group Discussion
JCAEC	Jigjiga City Administration Education and capacity Bureau
MoE	Ministry of Education
REB	Regional Education Bureau
WEB	Woreda Education Bureau

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COMMUNITY PERCEPTION TOWARDS PRIVATE SCHOOLS OF JIGJIGA CITY ADMINISTRATION

KIFLEGEBRIEL W/TENSAY

ABSTRACT

The purpose of this study was aimed at assessing the community perception towards the private schools in Jigjiga City Administration. The objective of this study was to assess the community perception towards overall performance, towards physical facilities, cost effectiveness and school culture. Descriptive survey method was employed which include quantitative and qualitative methods. The study was carried out in ten 34.48 % private schools of Jigjiga city administration, this study included ten private school owners, ten directors, 225 Community/parent Members, city education counsel head, Woreda education head and regional education expert and total participants were 248. The data were collected through questionnaires, focused group discussion, document analysis, and observation. Questionnaires were administered to the community members, FGDs were conducted with directors and school owners, the interviews were conducted with education experts at different levels(regional , woreda and city administration) . The findings revealed that the perception of community towards the various practices of private schools in Jigjiga, the community perceived as first rank for the implementation of the curriculum is very high, also they perceived the quality of the teacher is second rank. It indicates that the majority of the community or parents are happy with existing teaching staff. The community perceived the school culture and academic effectiveness as third and fourth rank. This shows the parent/ community are satisfying by the schools but school owner have headache on pass over student affect their student physiologically in school level particular and national level in general . But regarding perception of community in cost effectiveness and physical facilities of the private schools ranked least indicates that these two variables must be improved. Overall conclusion is these schools are doing very good but they have some weaknesses specially in facilitating the physical environment of the schools, thus it is recommended that the private school should work with stakeholders and draw strategies to enhance the overall effectiveness of the schools for which there should be regular intervention from parent committees and supervisors of the Jigjiga city administration.

1. INTRODUCTION

This chapter describes the rationale of the study, statement of the problem, research questions and objectives, significance of the study, delimitation and limitations of the study; and also gives definitions of key terms.

1.1. Background of the Study

According to Okolo (2009) education is a vehicle for social change and unavoidable means of physical, social, economic, political, religious, moral development for lifelong learning and survival. In the opinion of Edukugho (2002) cited in Imogie (2002), the prosperity of a country depends not on the abundance of its revenue, nor the strength of its fortifications, but on the number of its cultivated citizens, men and women enlightenment and of character. Education according to Isichei and Olufowobi (2005) implies the skillful process of bringing out the innate potentialities in an individual. It develops human endowments and aims at the development of the entire personality of an individual.

Education plays a critical role in socio-economic development of a country. It improves human capabilities as not all the human capabilities are by birth. Education accelerates economic growth through knowledge and skills development. It makes individuals confident, aware and active. Education is considered an economic good. Similarly, it is both consumer and as well as capital good as it offers utility to consumer and act as an input in production of goods (Olaniyan and Okemakinde, 2008). It develops human resources required for social and economic development. The utilitarian aspect of education provides incentive to both government and individuals to invest in education. The Ethiopia government provides for education through expenditure on education and facilitation of the process of education while individual's expenditure on education is shared by the parents in terms of fee structure etc.

All parents want to provide their children with the best possible educational environment. But their decision to invest in children in form of education depends on a number of social, economic and cultural factors all parent cannot

Education in Ethiopia is offered both by public as well as private sector. It is free of cost in public schools whereas in private schools, the parents have to shoulder the finances. For the last three decades private sector is emerging as an important source of imparting education in Ethiopia providing education at all levels. In recent years it seems that the private schools have improved their quality and attracting good. These schools, on one hand are educating youth and on other hand, are emerging as an important sector for the investors interested in investment in this sector. Many aspects regarding the education system of Ethiopia have been discussed in various studies so far. However, the factors which motivate the parents to make a decision about private sector are yet to be explored.

Recently, parents usually decide to educate their youngsters in private school at the time when they are completely dissatisfied with public schools. Educational environment like (teacher student ratio, out put and smaller size of classes) at private schools are among the few reasons which help parents in selection of school. The private schools are more effective than public schools with same students and parents composition mainly due to school environment (Dronkers and Peter, 2003).The school choice of parents show their satisfaction with the institute they choose.

Private schools in Somali Regional State have really grown in profile for the last 15 years, such that they have gained acceptance and huge popularity among parents, as can be currently seen especially in the Jijiga city council. Private educational institutions, which must compete for the consumers of their services, must necessarily perform better. This paper try to look into finding out the factors which may influence the parents decision in selection of private schooling. The focus of this study was on all levels of ten schools which are found in Somali regional state-Jijiga city administration. The paper also analyzed the reasons which convince parents to send their student to private schools. The present study was explored strengths and weaknesses of private schools. This

analysis will be beneficial not only for parents but equally for investors interested in investment in education sector. The study also provides suggestions for improvement in quality of both public and private sector.

1.2. Statement of the Problem

The concern of excellence and quality assurance in education should be of primary concern to any society (MoE, 2005). Private schools and education are entirely inclusive and are components of society because; public school alone cannot afford to pay attention to quality and excellence performance in schools (MoE, 2007). Considering the fact that, public schools do not to decaying infrastructure. Parents are favoring privately run schools as viable alternative to the crumbling public school structure.

Parents choose the type of school to send their children depending upon their perceived images towards the type of the school. Public and private school coexist in most of the urban centers and their performance is always compared by the community (Mathews, 2012).

When comparing the performance of private schools each other with their data , it is important to note that there are a number of variables that may contribute to the outcome of students' academic achievement. Student characteristics, family's socioeconomic status, prior achievement and support for learning from parents, and motivation level, may have an impact on students' academic achievement (Alt & Peter, 2002). Additionally, characteristics of the school, such as enrollment, the composition of the student body and the community, may affect students' performance. The National Assessment of Educational Progress (NAEP, 2006) reported that admission policies and parental involvement can also be contributing factors for private school students' success.

Sinthayehu (2015) has studied perception of school community towards inclusive education of deaf Students in Dire-Dawa Secondary School and elicited that the community perception was not positive. Aynalem (2012) explained in his study conducted in Dire-Dawa that community perception and participation are important

determinants of success of the schools. Further, he said that community perception depends on how the children carry the activities of the schools into the community.

The researcher tried to scan various literatures on perception of community towards private school but the literature is very scanty and non-available particularly in relation to Somali regional state. However, the researcher interacted several times with the parents / community and discussed to know what feelings that community has towards private schools. Particularly, in Jigjiga city, many private schools are established and increasing in number every year, then the researcher has gained interest towards this growing phenomenon and thought of exploring the perception of community towards private schools in Jigjiga city administration. Thus, the research gap has been identified to explore the perceptions of community towards private schools.

In conducting this study, the researcher has an experience in the profession in teaching. He taught in private school for thirteen years in Jigjiga and he experienced a mismatch in perception among the community in different issues, (E.g. student achievement, school culture, overall performance and pass over.)

Parallel to this, there is a rapid growth/expansion of private school also increasing the demand for sending their children in private school. Therefore what perception can be found from school community? It is with this background that the researcher sought to answer the following research questions:

1.3. Research Questions

1. What are the community perceptions towards the effect of physical facilities
2. How does the community perceive academic effectiveness of private schools in Jigjiga city Administration?
3. How does the community perception toward schools culture
4. How does the community perceive towards competence and of teaching staff in Jigjiga city Administration look like?
5. How does the community perceive, curriculum implementation and educational cost effectiveness of private schools in Jigjiga city Administration?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study was intended to focus on the community perception towards private schools' teachers' quality, physical facilities, school culture, and education cost effectiveness, output and curriculum implementation at Jigjiga city Administration.

1.4.2. Specific objectives

In achieving the major objective the study, specifically tries to:

1. Assess the community perceptions towards physical facilities
2. Examine the community perceive academic effectiveness of private schools in Jigjiga city Administration
3. Explore the community perceptions toward schools culture
4. Identify community perceives towards competence and of teaching staff in Jigjiga city Administration look like
5. Examine community perception towards curriculum implementation and educational cost effectiveness of private schools in Jigjiga city Administration.

1.5. Significance of the Study

The purposes of this study were to examine the community perception towards private schools of Jigjiga city Administration. The findings may help private and public schools administrators, public and private school principals, teachers, school researchers, educational decision makers and experts, to explore possibilities of developing better and effective way of utilizing resources, implementing strategies at public and private schools level. Similarly, it may help students' parent/ local community to choose their Children future careers for their children.

1.6. Delimitations of the Study

The study was confined to the community perception towards private schools in Jigjiga City Administration in Somali Regional State. Particularly, the major area of focus was exploring the overall activity, Physical facilities, cost effectiveness, Curriculum implementation, school culture, and output of the student and academic performance of private schools in jigjiga city administration. There are more than 29 private schools in Jigjiga city administration but it is not possible to include all the schools, Thus representative of (34.48%) ten sample schools were included in the study. The study targeted to community members, directors and owners of the schools, WEB and REB only. The analysis was done with restricted to descriptive statistics such as percentage and mean only. This study might not be comprehensive therefore; the researcher delimited the study to five objectives which focused on certain variables like teaching-learning, facilities, quality, and culture of school. This might be due to the capacity of researcher in terms of time, and other resources. Researcher has tried his best to overcome the above mentioned delimitations at maximum possible ways.

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some limitation also observed in this study. One apparent limitation was the most school community were busy and had no enough time to respond to questionnaire, and some of them who have relatively enough time were also reluctant to fill and return the questionnaire as per the required time.

More over at the beginning of the research lack of recent and relevant literature related to local context on the topic, especially on Ethiopian context and condition were evident. The researcher use Jigijiga university library and different web pages.

The researcher took a measure to alleviate the limitation by collecting the questionnaire face to face. In spite of these short coming, however, it was attempted to make the study was complete as possible .This study was done in the context of Somali region, so, it may not be possible to generalize in the context of other regions.

1.8. Operational Definitions of the Key Terms

Academic performance: is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education or the Regional Bureaus of Education.

Community: Parents, civil society and other within the study area who have direct or indirect influence the Community Perception towards Private Schools

Curriculum: an integrated course of study offered by a private & public school

Community perception: a way of conceiving school students' studies given by school teachers towards private & public schools or the way of evaluating teaching and learning process based on the students' performance.

Education: the process of imparting knowledge, especially at a school (primary, secondary etc, of private and public school

Educational cost: The total amount it will cost a student to attend college for a year, including tuition and fees for the period of enrollment; books and supplies for education; travel costs ; and child care expenses

Physical facilities: a facility designed for an instructional program in a private & public schools education.

Private school: School governed by individuals or institution.

Cost-effectiveness: refers to the costs of education delivery relative to its benefits.

2. REVIEW OF RELATED LITERATURE

This chapter focused on review the related literature on concept of perception, concept of community, Community Perception towards Overall Performance of private Schools, such as Quality and Quantity of Private Teaching Staff and Quality of Output from Private School, Physical Facilities in Private Schools, culture of the school Curriculum Standards of Private Schools and Cost Effectiveness in Private Schools. All the contents were reviewed and conceptual framework was developed which has been guiding the entire research process.

2.1. Definition of Community

The word community is derived from the Old French community which is derived from the Latin communities (cum, "with/together" + menus, "gift"), a broad term for fellowship or organized society. The origin of the word community comes from the Latin Menus, which means the gift, and cum, which means together, among each other so, community literally means to give among each other.

A society or a human society is (1) a group of people related to each other through persistent relations. (2) A large social grouping that shares the same geographical territory, subject to the same political authority and dominant cultural expectations. The term society came from the Latin word societies, which in turn was derived from the noun Socius ("comrade, friendly"; adjectival form social's) thus used to describe a bond or interaction among parties that are friendly, or at least civil. Human societies characterized by patterns of relationships (social relations) between individuals sharing a distinctive culture and institutions; a given society may be described as the sum total of such relationships among its constituent members. Without an article, the term refers either to the entirety of humanity or to a contextually specific subset of people. In social sciences, a society invariably entails social stratification and/or dominance hierarchy.”

2.2. Community Perception

According to Gibson (1979) the perception defines as “although the observer gets a different form-sensation at each moment of his tour, his information-based perception can be of the same object.” One may perceive “under a description”, using concepts that retain a history of perceptual acquaintance (including our personal experiences). If that is the case, there is an essential element of projecting our own present position, both psychological and physical, onto the perceived. In perception, these projections farmed out to the world-left behind, so to speak, for us to later retrieve.

2.3. Community Perception towards Quality of teaching staff of Private Schools

Teacher quality has become the educational mantra of the international community since the revolve of the millennium. As Akiba and LeTendre (2009) outlined, educational policymakers around the world have paid attention to teacher quality as a major vehicle to improve student learning. Attracting competent candidates for the teaching profession, retaining highly-qualified teachers by providing support and incentives, and ensuring students’ access to high quality teaching have been major focus of educational reforms in many countries. Teacher quality is seen as the crucial driving force for improving student achievement thus promoting a nation’s economic competitiveness in this global society (Akiba & LeTendre, 2009).

Public demands for more effective schools have placed growing attention on the crucial role of school leaders a professional group largely overlooked by the various educational reform movements of the past two decades. Evidence suggests that the influences of classroom instruction, school leadership strongly affects student learning. Principals’ abilities are central to the task of building schools that promote powerful teaching and learning for all students.

As the impact of leadership on student achievement became evident, policymakers placed greater pressures on principals. Rewards and sanctions affecting principals are

increasingly common. California law threatens to fire principals as one possible consequence in low performing schools (Bill, 1999). In Portland, Oregon, small portions of a principal's salary based on a set of professional standards theoretically linked to student outcomes (Jaquiss, 1999). These trends indicate an increasing acceptance that principals play a significant role in affecting student achievement and be held accountable for it.

This study is important because it is going to measure the level of service quality and the level of satisfaction among the students as have been stressed by Iacobucci, Ostrom & Grayson (1995). Presumably, if quality programs were initiated based on marketing research- that is, the changes were market driven and customer oriented- the quality improvements should lead to customer satisfaction. The result from the study is used to give valuable information on the elements and the dimensions, which have been given a priority by students in assessing the quality of services and satisfaction.

In addition to that, this study is going to provide the conclusions and some recommendations, which are hoped that it is going to provide useful information to the private education institutions. Kotler and Clarke (1987), define satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation. Satisfaction is a function of relative level of expectations and perceives performance.

2.4. Community Perception towards school culture of Private School

A new body of academic inquiry is growing with a focus on the school culture/physical environment in the educational process. Studies may find specific design functions at their core. The students in classrooms with natural lighting, large windows or well-designed skylights performed better than their peers in classrooms without these features (Hale, 2002). Recent concerns with mold related health issues are driving schools to focus on the impact that poor indoor air quality has on the attendance and achievement rate of students (De Patta, 2002). Even the impact of furnishings in educational settings has been addressed. Anchorage, schools developed a committee dedicated to selecting

“equipment in which students can work comfortably, furnishings that create an aesthetically pleasing ambiance and furniture that stands up to the rugged treatment it receives from daily student use” (Kennedy, 2003d).

More profoundly, studies are increasing their focus on the impact that the environmental design will have on student outcomes. When the learning process is at the core of design priorities, there is a significant likelihood that the facility will positively influence performance (Blair, 1998). The correlation appears to be positive between school culture and learning. Chan (1996) clarifies that poor learning facilities can foster negative attitudes just as exceptional designs may bolster achievement.

The growth of brain-based research has provided a shot in the arm for facility design studies. Caine and Caine (1990) make the point that brain-based research is not an independent movement in education, but an approach from which all learning research will benefit. The brain is a physiological system and can be stimulated, both positively and negatively, by its physical surroundings (Chan & Petrie, 1998).

The physical nature of the school building. Along with behavior, attendance and morale play large roles in school success. Killeen, Evans and Danko (2003) go as far as to promote the inclusion of students in facility design in attempts to increase ownership and attendance. The impact of the physical environment on educators is not ignored in current research. It has been determined that the surroundings in which people function can greatly impact moods, satisfaction and self-worth (Ma & MacMillan, 1999).

Facility appraisal should be one of the many roles assumed by educational leaders. Maiden and Foreman (1998) claim that school administrators should be “armed with a general understanding of the relationship between various physical features of a facility and the learning climate”. It stands to reason that facility evaluation would warrant equitable study and effort to that of ventures into pedagogy and curriculum.

2.5. Community Perception towards Physical Facilities in Private Schools

Since the very initial phase, human development has done a lot to facilitate their lives with all the physical facilities. The first need stimulated for the human beings was the physical facilities and comfortable environment. School's physical facilities provide and maintain safety, cleanness, and creativity learning environments to the students which encourage students to perceive high achievements and outcome. Physical facilities strive to give students a comfortable learning environment in which they work and learn. In developing countries, low quality of learning among students can partly be attributed to poor or physical facilities of the schools. School physical facilities are fundamental factors for better learning environment and achievements, and outcome of the students (Saeed & Wain, 2011).

All physical facilities must be provided to the schools for the students' better, concrete, and real experiences. The child learns through concrete rather than abstract experiences. Physical facilities help to enhance the learning of the students. Research shows that availability of the physical facilities including drinking water, technology, compound wall, toilets, furniture, playgrounds, libraries, and emergency health services have a significant positive role on the performance of the students and their achievement (Leeper, 1968). The availability and utilization of physical facilities in a school had a significance impact on students' performance and outcome. In the context to school facilities in which the students learn is very essential and without suitable environment effective learning environment cannot take place (Amanullah & Adeeb, 2014).

School building are of vital significance to the teaching and learning process (Corcoran et al., 1988; University of Georgia, 2000;) found that physical conditions have direct positive and negative effects on teacher confidence, intelligence of personal security, feelings of efficiency in the classroom, and on the learning environment. In falling down schools' buildings, leaking roofs, over sun lights, and broken toilets are the offensive background for teaching and learning environment (Tanner, 2009).

Lowe (1990) found that appropriate classroom temperature is vital to the effective performance of both students and teachers. The age of the School's building also affects the performance of the teachers. The research study conducted in the US perspective found that the condition of the educational buildings hampers students' performance and outcome, estimated that better facilities could lead to a 5.5% to 11% progress on standardized tests (Edwards, 1991). In another study of school building design and student learning, Cash (1993) found that comfortable issues showed to have more effect on student achievement than did structural factors. High achievement was associated with schools that were air conditioned, enjoyed less external noisy environments, had less graffiti, and where classroom furniture and student lockers were in good repair. More recent reviews have consistently found relationships between building quality and academic outcomes (Earthman & Lemasters, 1996, 1998; Schneider, 2002; Earthman, 2004; Higgins, Hall, Wall, Woolner, & McCaughey, 2005) (Higgins, Hall, Wall, & McCaughey, 2005).

These studies show that the criteria of designing and making of the building hinders the performance of teachers as well as the perceiving power of the students. All these factors determine human comfort, indoor air quality, lighting, acoustical control, and secondary science laboratories have demonstrable impact on students' achievement.

The quality of school buildings has also been related to student behavior, including vandalism, absenteeism, suspensions, disciplinary incidents, violence, and smoking (Schneider, 2002). There is now considerable empirical support for the argument that a variety of sustainable design characteristics that can have a significant influence on student behavior and academic achievement. Awareness of design options are a very important part of improving and evaluating educational settings; therefore, as efforts are made to build or renovate schools and educational facilities, urgency is created regarding understanding designs that represent the most effective learning environment ...

A good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are

important for academic achievement (Cash 1993; Earthman & Lemasters 1996; Lemasters 1997; Lackney 1999; Cotton 2001; Schneider 2002). The condition, adequacy and management of a school building are directly under the control of the school district and state, hence improving school facilities offers opportunity for improving academic performance. A study of the District of Columbia school system found that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition (Edwards, 1992).

Cash (1993) examined the relationship between building condition and student achievement in small rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, were found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments. Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings (Cash, 1993).

McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important factors, along with special instructional facilities (i.e. science laboratories or equipment) and colour and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study. Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews & Neuroth, 1988) (McGuffey, 1982).

Several renowned authors tried to relate that literature have written in support of school physical facilities in school learning environment and students' outcomes; Jago and Tanner (1998) found that adequate lighting and appropriate color choices play a significant role in the achievement of students, affecting their ability to interpret the written word and their attention span. Bruce (2006) claimed that the indoor and outdoor environments should complement rather than duplicate each other. Easy and safe facilities, equipment, and furnishings permit freedom of activity and provide for creativity on the part of the child. Concept of the learning environment makes it essential that all physical facilities, equipment, and materials are considered carefully in their relationship to the total learning situation and those they are selected and used in accordance with the basic principles of child growth (Tanner, 1998).

Physical learning environment on education achievement and outcomes. Some studies have been country wide in scope; others have focused on only two or three schools. Some studies have examined few prospective variables, while other researchers have focus on single factors such as lighting or air quality. Some studies have looked at the condition of school buildings and classroom, while others have focused more on individual classrooms. These many studies had concluded that sufficient school physical facilities and good learning environment are important factors for student achievement and outcome (Woolmer, Hall, Higgins, & Wall, 2007).

(Olubor, 1998) found that lack of adequate facilities such as equipments classrooms, laboratories, workshops and library are among the probable causes of student's poor performance in examinations (Will, 2003). Naseer and Saeed (2007) also found in the Pakistani context that there is a strong relationship among school size, class size and students' achievement. Class size research, most notably the longitudinal research study, points directly to a social and physical link to achievement (Finn & Achilles, 1990; Achilles, 1992). Adequate provision of school facilities in relation to the students' population is important because the quality of education that our children receive is affected by the availability or non-availability of physical facilities (Adesina, 1990). (Bolorunduro, 1998) Furthermore, provision of necessary facilities in schools provides a

challenging environment for students to learn and for effective teaching by the teachers (Alobi, 2008).

In many places, we can see students transferring from one school to another to achieve the targeted goal. To get the targeted goal, parents as well as the students themselves select those schools where there are more and more facilities including school's infrastructures. The learning of the students depends on the presence of necessary facilities. Adequate school buildings assure the health and well-being of teachers, principal, and students. Those facilities can directly or indirectly affect the physical condition of the staff engaged in the institution. Schneider (2002) attractive, clean, functional, and comfortable school facilities improve student's achievement. Tanner and Lackney's (2006) argues that the implementation of educational policies to fund, design, and construct new school buildings or upgrade and maintain existing facilities in order to maintain or elevate academic achievement (Lumpkin, 2013).

Quality is defined as the consumer's judgment about an entity's overall experience or superiority (Zeithaml, 1987 & Zammuto, 1996). Similarly, Parasuraman, Zeithaml and Berry (1990), also concluded that consumer perceptions of service quality result from comparing expectations prior to receiving the service, and their actual experience of the service. Perceived quality is also see as a form of attitude, related to, but not the same as satisfaction, and resulting from a comparison of expectations with perceptions of performance (Rowley, 1996).

Therefore, perceived service quality could be the product of the evaluations of a number of service encounters and in this case, of a student, these could range from encounters with office staff, to encounters with tutors, lecturers, the head of departments, etc (Hill, 1995). As a result, if an organization regularly provides service at a level that exceeds customer expectations, the service is evaluated as high quality. In contrast, if an organization fails to meet customer expectations, the service will be judge as poor quality (Zammuto, 1996).

According to Lassar, Manolis and Winsor (2000), two most prevalent and widely accepted perspectives on service quality include the SERVQUAL model and the technical/Functional Quality framework. Gronroos (1984) held that, service quality is made up of three dimensions the technical quality of the outcome, the functional quality of the encounter and the company corporate image. He argued that in examining the determinants of quality, it is necessary to differentiate between quality associated with the process of service delivery and quality associated with the outcome of service, judged by the consumer after the service performed.

Parasuraman, Zenithal & Berry (1985), however listed ten determinants of service quality that can generalize to any type of service. The ten dimensions include tangibility, reliability, responsiveness, competence, access, courtesy, communication, credibility, security and understanding. In addition, these ten dimensions were then regrouped in the well-known five dimensions in the SERVQUAL model, which include assurance, empathy, reliability, responsiveness and tangibility (Parasuraman, 1990).

2.6. Community Perception towards Curriculum implementation of Private Schools

The core business of education is to ensure that the curriculum and the teaching and learning process adequately prepare children to join the labor market or continue on to higher education. In both cases this means preparing them to face uncertainty and change and to find new solutions to new problems.

The Ethiopia educational and training policy (1993) aims to lighten the overloaded curriculum in Ethiopia schools and to shift emphasis from rote memorization to conceptual understanding, synthesis, and application through an integrated and/or thematic approach to teaching and learning. Its approach accords with the worldwide trends in curricula.

The Educational and training Policy based on the theory of knowledge as a human construct and on the primacy of the child as an active learner, rather than as mastery of objective, unchangeable facts which are imparted by teachers. Acknowledging children as active participants in the construction of knowledge should lead to changes in Ethiopia current curriculum and teaching practices, although it has not yet. The EEP affirms the aims of education as building commitment to democratic values of equality, justice, freedom, concern for others, secularism, respect for human dignity and rights, and concern for the environment. (MoE, 1993)

In view of a growing concern regarding intolerance and violence, the EEP emphasizes education for peace as a precondition for national development. It encourages work experience and advocates the integration of work related education in all subjects from primary grades upwards. The four themes upheld by the 1993, Ethiopia Education and training Policy (1994) underlie the discussion of curriculum and examinations in:(i) Connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum to provide for the overall development of young people rather than remaining textbook-centric; and (iv) making examinations flexible and integrated with classroom life.

2.7. Community Perception towards Cost Effectiveness in Private Schools

Irrespective of incentives to get children into government schools (free uniforms, midday meals, free textbooks), parents tend to prefer private schools (Dixon, 2013b). In Kenya, the number of private schools has increased fourfold since the introduction of Free Primary Education in 2003, at least partly in response to growing numbers of children in public school classes (Nishimura and Yamano, 2013) Research has highlighted other reasons for the apparent puzzle of choosing to pay when there are free alternatives. These are mainly at the socioeconomic and household level.

Oketch et al. (2010) specifically asked whether excess or differentiated demand was driving the uptake of private schooling across parts of Kenya. These parents would in fact prefer to send their children to private schools through preference or differentiated demand – specifically, because of the perceived higher quality of private schools.

Perception surveys in Kenya highlight that levels of discipline are among the central reasons for transfers into private schools (from public or other private schools) (Oketch et al., 2010). Similar surveys in Andhra Pradesh found perceptions of quality teaching to be the driver of decisions to send children to them (Singh and Sarkar, 2012). Srivastava (2008) found the main deficiencies in the state sector cited by parents were the poor attitudes and work practices of teachers (including irregular attendance and poor discipline).

In addition to the above, recent evidence from Andhra Pradesh and parts of Pakistan links high parental aspirations to a higher probability of children attending private schools. The level of education of the primary caregiver was also strongly associated with the probability of children attending a private school (Woodhead et al., 2013).

Srivastava's (2008) case study in India found families are engaged in 'active choice' around schooling. The study uses New Institutional Economics to model the attitudinal and contextual factors driving choice

Researchers comparing the cost of public and private schooling widely acknowledge that public schools are often not 'free' like costs (fees, books, uniforms, transport, extra tuition) and indirect costs (loss of family labor), which have to be taken into account when comparisons are made (Akaguri, 2013).

Within the private schools category, recognized schools are typically more expensive than unrecognized ones (Dixon, 2013b). This is in spite of the fact that parents aren't always aware of the status of schools (Gibson et al., 2011).

Schools receive private funds from individual donors, companies, religious organizations, and from their own campaigns to raise funds from parents and communities. Government schools are much less successful at raising private funds than are private aided and unaided school. Schools use funds to cover the full range of capital and recurrent costs (MoE. 1999). These include school Construction, staff salaries, maintenance grants, school supplies, teaching and learning materials, classroom supplies, textbooks, teacher guides, other reading-writing materials, sports equipment, and arterials/substances required for laboratory use, library books, student fellowships and stipends. Private schools in general, spend more on teacher development and on other items such as fees paid to school owners/managers, reflecting the profit made by these schools.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, description of study area, sources of data, target population and sampling design, instruments of data collection and data analysis methods.

3.1. Research Design

The purpose of this study is to examine the community perception towards the education of academic performances of private schools of Jigjiga Administration. The study was undertaken using descriptive survey design. As Kothari, (1994) states, it help a researcher to describe the nature of existing conditions as well as to select appropriate techniques that were used on the status of the observable fact. Similarly, it is chosen that when a researcher wants to adopt for collecting the relevant data at a particular point in time.

3.2. Description of the Study Area

The study has been conducted in selected private schools of Fafan zone jigijiga city administration. Fafen zone one of the 11 zones is of the Somali region state. Fafan zone boundaries are Oromia Region to the west, Nogob Zone to the southwest, Jarar Zone to the South, Siti Zone to the north and Somalia to the East. The zone consists of 8 districts namely, Jigjiga, Babili, Gursum, Awbare, Kebribayah, Harshin, Tuli-Guled and Galalshe.

Jigijiga is the capital city of Fafan zone, and also the capital city of Somali region state. Located at 9°20'51.6_N 42°49'04.8_E w 630 K.M East from Addis Ababa capital city of Ethiopia. The climate is generally arid and semi-arid with annual average rainfall records 560 mm. Around 1 university, 7 higher institutions, 2 boarding schools, 2 public high school, 15 elementary and junior public schools and 29 private schools.

3.3. Sources of Data

The information required for this study was on community perception towards the education of academic performances of private schools in the case of Jigjiga city's administration. The existing situations were explored by using the primary and secondary sources. The sources of data for this study are selected from Private Schools director and owner, Government officials and Community members.

3.3.1. Primary source

In the Primary source of data all available and recommended data's will be referred and this are targeted 133 members of a community have different profession 92 community are non- profession) 20 director and owner of private school, 3 of them were jigijiga city Education Bureau, Woreda Education Bureau, Regional Educational Bureau was gathered.

3.3.2. Secondary source

The secondary source of data was collected from private schools' students recorded reports, documents, statistical reports of Woreda and city education bureaus that is used as indicating information in their performances of private schools in the case of Jigjiga city administration.

3.4. Target Population of the Study

The populations of this study include Private schools in Jigjiga city administration. The participants were selected from community members of the private schools, school owners and directors, city, woreda and regional education expertise.

The researcher was selected the sample from private schools students' parent, Jigjiga City community members, Private schools Directors and owners and Jigjig city council. It is suggested, that the sampling size was be drawn upon the nature of the population of size

of the data. Even though, there is no fixed method of determining the size of an adequate sample, (Yemane, 1997).

The sample respondents of the study were Jigjiga city administration's private schools. The researcher took the sample from twenty nine of all Jigjiga City administration. Out of them ten private schools were selected using purposive methods of selection.

3.5. Sample Size and Sampling Technique

Sample respondents of Jigjiga City council officials, community members (parents), and Directors of private schools, owner of the school, Woreda and Regional education bureau expert who are directly related to education.

Jigjigs city administration is selected purposefully because the researcher is working in the same city. There are 29 private schools and ten private schools were selected from total 29 private schools. These ten schools' owners and directors were included based on purposive sampling technique. Further, 225 community members or parents were selected randomly from each school, nearly about 21 community members from each schools were selected and majority of community members who are observing and perceiving the private schools very closely, thus the researcher thought that these participants are relevant to the study.

On the other hand, Jigjiga City Council head (1), Woreda education officer (1) and Regional education expert (1), were selected by using purposive sampling technique. During the study from Woreda Education bureau expert and Regional Education bureau city education counsel shared their views through interview during this study. The total population size was 248. The details are given in the following table.

Table 1 Population and sample size of the study

No.	Description	Population	Sample	%	Sampling techniques
1	Private school owners	29	10	34.48	Purposive
2	Private schools Directors	29	10	34.8	Purposive
3	Community members	1500	225	15	Simple Random
4	City council Jigjiga city education council	1	1	100	Availability
5	WEB (officer)	1	1	100	purposive
6	REB (officer)	1	1	100	purposive
	Total		248		

3.6. Data Collection Instruments

Generally, quantitative and qualitative methods forms of data were generated. Data collection tools included a closed-ended type questionnaire, semi structured; interview, observation and focused group discussion schedule were used. Documents were also developed to obtain adequate information.

3.6.1. Questionnaires

For the large number of respondents questionnaire is best method of collecting data. Most items on the questionnaire were based on a five point likert scale. The questionnaire structured on a strongly agree which carries five points, agree four points, undecided three points, disagree two points and strongly disagree one point. In general the questionnaires were prepared for students' parents who are the community members only. The question were prepared and contained close – ended and some open – ended items and being focused on relevant information about community perception on overall process and performance of private schools of Jigjiga City Administration. The data was collected randomly when parents come to pay school fee.

3.6.2. Focus Group Discussion

Focus group discussion was employed to get the view and opinions from Jigjiga city council and private school owners and directors. These two groups all together comprised of 20 members, so to make more convenient two FGDs conducted each group consisted of ten members. Accordingly, focuses group discussion was conducted in two group that contains mixed number of females and males to share their beliefs and opinions on the issues in two different days for three hours per day for each group . It involves eight female and twelve male participants' total, twenty participants were in a group. Purposive selection was used through the selection process because these members have relevant information about the study they are experienced on the educational process .

3.6.3. Interview guide

Interview is the best method to gather deep and qualitative data from the respondents, thus semi structured interviews were conducted with Jigjiga city council education officer, REB experts and WEB officer and school owner and director on the issue of community perception towards the private schools. This data has helped in triangulate with data collected through FGDs and questionnaire.

3.6.4. Document analysis

To look critically at the behaviors of the private schools related to educational performance and its implementation Thus, data was gathered from private schools' students recorded reports, school rule and regulation of staff and student, schools managements' minutes, school improvement plan, statistical reports of Jigjiga city council Woreda education bureaus.

3.6.5. Observation

Checklist guide are prepared by researcher to collect data related to the classroom teaching learning activities, school environment, rule and regulation, availability of teaching materials, library and laboratory, play ground, textbooks, water, toilet services.

3.7. Validity and Reliability

After the questionnaire was developed, they are checked and reviewed by advisors and senior instructor of Jijjiga University .They have checked and commented basically on construct and content validity of the questionnaire. Finally, prior to administer the questionnaires to the respondents it was piloted with 29 parents of non sampled school. Then its reliability coefficient was measured by using SPSS. The aggregate value for all the items were obtained was 0.824, through crombach alpha test; it shows that reliability of the questionnaire was good enough to collect the data.

3.8. Methods of Data Analysis

The data collected from respondents were tallied, tabulated, percentages and mean of each item was calculated by using descriptive statistics. For the interpreting the mean, the mean is classified into five levels, those are 1) 0-1.49 – very low level 2) 1.50-2.49 – low level 3) 2.50-3.49 – moderate level 4) 3.50 - 4.49 – high level and 5) 4.50-5.00 – very high level. The obtained mean was compared with this scale and interpreted. There are six variables they are perceptions of community towards physical facilities available in private schools, academic effectiveness, schools culture, quality of teaching staff, curriculum and cost effectiveness of private schools in Jigjiga city administrations. Under each variable there are few items on which data presented in tables starting from table 5 to table 10 and aggregate mean of each table was calculated and interpreted.

On the same themes (six variables) of quantitative data ,the qualitative data were also gathered through interviews and FGDs. After analysis of the quantitative data under each table the qualitative data also described and interpreted in narration form. Then the researcher also tried to validate the findings with other researchers’ out put through triangulation. Finally the aggregate means of each variable ranked and compared the ranks to see which variable is needed to improve and which to maintain.

3.9. Ethical Considerations

Consideration of maintaining good ethical behavior is one of the basic features of a research. There are important ethical issues that every research is expected to address. These include protecting the confidentiality of the research, protecting harm from the participants.

The voluntary consent of the participants was ensured to participate in the research. Providing an informed consent to participate enabled the participants the opportunity to understand the procedures employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001). So in this study the researcher explained all the required information to the participants, including the right to confidentiality, the non-disclosure of information, and the right to withdraw from the research process at any time, and the benefits of the research.

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation and interpretation of the data collected from owners of private secondary schools, teachers, community members, school staff and NGOs Jigjiga city administration. Sample size consists of 147 Males and 70 Females, totally 217. To put emphasis on the data collected; using questionnaires, the opinions obtained from the focused group discussion participants and official facts and figures obtained from document materials was incorporated in the body of the analysis and interpretation to make the discussion reliable and valid. Based on the data collection instruments, the presentation and interpretation of the data were openly presented in the subsequent sections.

4.1. Demographic Characteristics of Respondents

Table 2 Description of the characteristics of respondents

Description	Sample	Percentage
Academic Status of respondents		
Ph.D holders (Parents)	12	5.33%
MA holders (Parents)	23	10.22%
BA holders (Parents)	71	31.55%
Diploma holders (Parents)	14	6.3%
Certificate holders (Parents)	46	21.12%
Degree Holder(Expert)	3	1.28
Not qualified (Parents)	92	42.3%
Total	225	100%

Total sample: Community 225+ directors 10+owners 10+ Education experts 3 = 248

As shown in Table 2, the educational levels of local community members of the respondents were 60 (27%) degree holders and 14 (6.3%) diploma holders. and 46(21,12%) are Certified This clearly shows that, the most of the Parent sending their child in the private schools have educational back ground this show parent give more

attention and undertake their support relevant to the participation offered at this level. it is to be say community have good perception in respect to the level of their education.

This implies that, in order to improve the participation of community at schools, various support activities should have practiced. Accordingly, continues effort have been made to produce large number of staff for existing and established private schools. This momentum will continue to meet the quality of education.

On the other hand, respect to respondents work experience is quiet sufficient. The implication describes that the respondents have sufficient work experience to give appropriate and reliable information on the community perception towards private school overall performance.

Table 3 Description months' of school fee in ETB

Name of Schools	St Michael	Berkedele	Birehan	Eqra	kingesway	Emmanuel	Paradise	St Jose	Community	Spark	Average
KG	200	200	200	200	200	200	200	200	250	400	225
I,II,III											
Primary	300	300	300	300	300	300	300	300	300	400	310
First cycle (1-4)											
Primary	300	300	300	300	300	300	300	300	300	500	320
Second cycle (5-8)											
9-10	no	No	no	400	no	no	no	500	500	500	475
Secondary											

Key: 1 to 10 is ten sampled private schools in Jigjiga city administration

The data showed in table 3 reveals that school fee charged by the private schools in Jigjiga from KG to Secondary, at KG level the fee ranges from 200birr to 400 birr, first

cycle from 300 to 400, Second cycle from 300 to 500 and at secondary it ranges from 400 to 500 birr per students per month. Of course the fee structure seems to be little higher and expensive for lower income group families due to most of private school did not have their own building they are give a service by rental. However there was significant population in every private school.

Table 4 Description of rule, regulation and promotion policies

Name of Schools	St Michael	Berkedele	Birehan	Egra	kingsway	Emmanuel	Paradise	St Jose	Community	Spark
Rule and regulation of employees	yes	no	no	yes	no	No	Yes	Yes	No	Yes
Rule and regulation of students	no	no	yes	Yes	Yes	no	Yes	Yes	Yes	Yes

Key: 1 to 10 is ten sampled private schools in Jigjiga city administration

Table 4 describes whether the schools have the clear written document on rule and regulations for both employees and students. The data shows that the 50% of schools did not have rules and regulations for the employees but they have small hint rule on contract agreement and 40% of school have written rules and regulation documents for the students. This indicates the private schools emphasis on student's related issues such as their discipline, attendance, participation, performance etc. rather than teacher's issues.

4.3. Community Perceptions towards Overall Performance of Physical facility

Table 5 Community perception towards physical facilities of private schools (N=194)

	Item		SA	A	UD	D	SD	Mean
1	Teaching materials are available in private schools	Fr	62	45	21	38	28	3.38
		%	32	23.2	10.8	19.6	14.4	
2	Use of instructional technology is high in private schools	Fr	60	41	26	36	31	3.32
		%	31	21	13.4	18.6	16	
3	Class size is small in Private school	Fr	53	40	23	40	38	3.15
		%	27.3	20.6	11.9	20.6	19.6	
4	Adequate infrastructure is available in private schools	Fr	50	38	26	41	39	3.09
		%	25.6	19.6	13.5	21.2	20.1	
5	Private schools have better attractive compound	Fr	56	41	22	42	33	3.23
		%	28.9	21.2	11.3	21.6	17.0	
6	Private schools have better classrooms	Fr	61	42	23	38	30	3.34
		%	31.4	21.6	11.9	19.6	15.5	
7	Private school are good in furniture	Fr	64	43	21	37	29	3.39
		%	33	22.2	10.8	19.0	15.0	
8	Private schools have separate toilet (for boys and girls)	Fr	67	44	20	35	28	3.45
		%	34.5	22.7	10.3	18.0	14.5	
9	The environment in private schools encourage teaching/learning process	Fr	56	40	19	40	39	3.17
		%	28.9	20.6	9.8	20.6	20.1	
10	Maintenance culture is higher in private schools	Fr	66	44	21	28	35	3.40
		%	34.0	22.7	10.8	14.5	18.0	
	Average mean							3.29

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49–moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 5 shown above illustrates that the perceptions of community towards various components of physical facilities available in private schools such as teaching materials, instructional technology, class size, infrastructure, furniture toilets etc.

The data depicted in table 5 below discussed about the perceptions of community towards various elements of physical facilities available in private schools. The responses of community members on item 1, availability of teaching materials in private schools, 65 (32%) and 45 (23.2%) of community members agreed and strongly agreed respectively, 21 (10.8%) of them said they were not known, whereas 38 (19.6%) and 28 (14.4%) did not agree regarding it. Mean perception of community on this item was 3.38, which is moderate level. This indicates that the perception of community towards various elements of physical facilities availability in private schools is just at average level, the private schools do not possess rich facilities and also they are not in inadequate level. To the implementation of current curriculum the existing facilities in private schools may cater the needs of students who will lead the nation in the future.

Response to the item 2, accessibility to use of instructional technology/material in private schools, 60 (31%) and 41 (21%) of community members strongly agreed and agreed respectively, 26 (13.4%) of them said they were not known, whereas 36 (18.6%) and 31 (16%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.15, which is moderate level indicates that the community is not very happy with accessibility to use instructional technology in private schools.

Regarding to item 3, of table 5 in same table community members responses towards class size is small in private schools, 53 (27.3%) and 40 (20.6%) strongly agreed and agreed respectively, 23 (11.9%) were undecided whereas 40 (20.6%) and 38 (19.6%) were disagreed and strongly agreed. Response to the item 4, adequate infrastructure available in private schools 50 (25.6%) and 38 (19.6%) of them strongly agreed and agreed respectively and 26 (13.5%) were did not give any response. Whereas 41 (21.2%) and 39 (20.1%) of the community members had disagreed and strongly disagreed on availability of adequate infrastructure in private schools. Mean perception of community on this item was 3.09, which is moderate level that implies that the community perception towards class size in private school is moderate neither they are happy nor unhappy with the existing class size. Some schools are restricting the size of the class to the 40 students where

parents are appreciating and some private schools have large sized classes. Community stand towards it is just at medium point.

The community members to the item 5, whether private schools have better facilities or not, 56 (28.9%) of them strongly agreed, 41 (21.2%) were agreed on it, 22 (21.6%) did not respond and 42 (21.6%) of them strongly disagreed whereas 33 (17%) were strongly disagreed on it. Mean perception of community on this item was 3.23, which is moderate level. To item 6 that private schools have better classrooms, 61 (31.4%) had strongly agreed 42 (21.6%) had agreed on it and 23 (11.9%) did not opined on it whereas 38 (19.6%) and 30 (15.5%) had disagreed and strongly disagreed. Mean perception of community on this item was 3.34, which is moderate level, that facilities are there but not at best level. It shows that community has trust to have best facilities in private schools.

For item 7, i.e., whether private schools possessed good furniture or not, 64 (33%) community members strongly agreed and 43 (22.2%) were agreed, 21 (10.8%) were responded as undecided, whereas 37 (19%) and 29 (15%) were disagreed and strongly disagreed on this item. Mean perception of community on this item was 3.39, which is moderate level. This shows that private schools possess the furniture but not adequate and quality.

The data depicted on item 8, are private schools having separate toilets for girls and boys? For this item 67 (34.5%) community members strongly agreed and 44 (22.7%) agreed on this item and 20 (10.3%) were undecided whereas 35 (18%) and 28 (14.5%) were disagreed and strongly disagreed. Mean perception of community on this item was 3.45, which is moderate level. The community feels that they need more number of separate toilets for girls and boys in private schools, if the strength increases the available future will not be adequate for the future and quality of furniture also not as expected.

The responses of community on item 9, the environment in private schools encourage teaching/learning process, 56 (28.9%) and 40 (20.6%) of community members agreed and strongly agreed respectively, 19 (9.8%) of them said that they were not known,

whereas 40 (20.6%) and 39 (20.1%) did not agree regarding it. Mean perception of community on this item was 3.17, which is moderate level. Response to the item 10, maintenance of culture is higher in private schools, 66 (34%) and 44 (22.7%) of community members strongly agreed and agreed respectively, 21 (10.8%) of them said they were not known, whereas 28 (14.5%) and 35 (18%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.40, which is moderate level. This indicates come private schools have good environment and some are not, from the researcher observation none of these private schools are green and clean.

On the same issue FGD conducted with owners of the private schools, and majority of them revealed that as school owners they were improving the facilities in their schools year by year, these days they were constructing toilets separately for the girls and boys albeit they are not adequate. Purchasing the instructional materials as need exists, as much as possible they were restructuring the class size, most of the classes with 40 students but they were unable to make two sections if students were around 60 in one class due to cost. The basic facilities were such as furniture, desks, some sport materials they were are providing.

In another FGD with directors of the private schools on the same issue and majority of them said that the owners were providing some materials but those materials are not adequate, they calculate based on cost-benefit analysis. Still these schools need a lot of improvement, all private schools are not same in terms of resources some of schools have adequate some of them are not. They try to keep more students in one class for example 60-70, some are not, this makes a problem to the teacher in handling the classes. If parents force the owners, just they purchase few materials. Even on one desk four students sit where it has only provision for three students. Any ways in certain times they face difficult because they have direct relations with the parents and community member rather owners.

In an interview conducted on the same issue with jigjiga city Education bureau expert, he said that,

“...the government schools have limited budget and controlled by the regional government, but in the case of private schools the owners are decision makers. So to attract many students some facilities are providing by them for the students. Therefore they have some better facilities, but in the case of infrastructure, playground, library and other facilities the government schools are the superiors. In terms of individual attention, discipline and supervision is good in private schools”

From above one can conclude that the overall perception of community members towards the facilities of private schools are relatively in better physical and environmental conditions the overall Mean of these items mentioned in table 5 is 3.29 which shows that the level of facilities are above moderate. There are few opinions differ between school directors and school owners, but overall there is convergent opinion on the items that are perceived by the community members. But the quality of education primarily depends on the school physical environment and other facilities.

The literature also confined that the quality is defined as the consumer's judgment about an entity's overall experience or superiority (Zeithaml, 1987 & Zammuto, 1996). Similarly, Parasuraman, Zeithaml and Berry (1990), also concluded that consumer perceptions of service quality result from comparing expectations prior to receiving the service, and their actual experience of the service. Perceived quality is also see as a form of attitude, related to, but not the same as satisfaction, and resulting from a comparison of expectations with perceptions of performance (Rowley, 1996).

Thus the future progress of the private schools relies on the facilities provided by the owners of those schools and accordingly the community perceive towards the physical and environmental facilities in the schools.

4.4. Community Perceptions towards academic effectiveness of Private Schools

Table 6 Community perceptions towards academic effectiveness of private schools

No	Item		SA	A	UD	D	SD	Mean
1	Graduates from private schools are higher in quality	Fr	84	76	4	16	14	4.03
		%	43.3	39.2	2.1	8.2	7.2	
2	Probability of over passing from a private schools is very high	Fr	50	42	12	46	44	3.01
		%	25.8	21.6	6.2	23.7	22.7	
3	Private schools better prepare their students for higher education	Fr	68	52	12	30	32	3.48
		%	35.1	26.8	6.1	15.5	16.5	
4	Private schools prepare students for future professionalization	Fr	55	48	9	38	44	3.44
		%	28.4	24.7	4.6	19.6	22.7	
5	Graduates from private schools have better Academic knowledge	Fr	80	64	12	18	20	3.86
		%	42.2	33.0	6.2	9.3	10.3	
Average mean								3.56

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49 – moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 6 shown above illustrates that the perceptions of community towards various components like probability of getting university, preparing for future, better social and professional skill available in private schools etc.

The responses of community members on item 1, Graduates from private schools to be of higher quality, 84 (43.3%) and 76(39.2%) of community members agreed and strongly agreed respectively, 4 (2.1%) of them said they were not known, whereas 16(8.2%) and 14(7.2%) did not agree regarding it. Mean perception of community on this item was 4.03, which is high level. This shows that the community just satisfied with quality of graduated come out from these schools, few schools produce high quality graduated and some not thus the agreement of community on this item is just at high level.

In table 6, Response to the item 2, Probability of pass over from a private schools, 50 (25.8%) and 42 (21.6%) of community members strongly agreed and agreed respectively,

12 (6.2%) of them said they were not known, whereas 46 (23.7%) and 44 (22.7%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.01, which is moderate level. This shows that the passing over of students to get admission into another school is also at average level, since parents pay fee their expectation may be higher compare to the parents of government schools.

In table 6, Regarding to item 3, Private schools are better prepared their students for higher education, 68 (35.1%) and 52 (26.8%) strongly agreed and agreed respectively, 12 (6.1%) were undecided whereas 30(15.5% and 32 (16.5%) were disagreed and strongly dis agreed. Mean perception of community on this item was 3.48, which is moderate level. Here the opinion of the parents shows that the private schools put little more emphasis on preparation of their students, but it is not adequate.

In table 6, Response to the item 4, Private schools prepare students for future professionalization 55 (28.4%) and 48 (24.7%) of them strongly agreed and agreed respectively and 9 (4.6%) were did not give any response. Whereas 38 (19.6%) and 44 (27.7%) of the community members had disagreed and strongly disagreed on availability of adequate infrastructure in private schools. Mean perception of community on this item was 3.14, which is moderate level. This indicates that the community expectations may be high so their perception on this item is not high.

In table 6, The community members to the item 5, Graduates from private schools have better social and Academic knowledge, 80 (42.2%) of them strongly agreed, 64(33.0%) were agreed on it, 12 (6.2%) did not respond and 18 (9.3%) of them strongly disagreed whereas 20 (10.3% were strongly disagreed on it. Mean perception of community on this item was 3.56, which is very high level. The data show that the students of private schools have an excellent social and academic knowledge. This means almost private school student have a very good future line of work and life beyond passing national examination.

On the same issue FGD conducted with owners of the private schools, at the end the leader who acted as representative of FGD summarized the output of discussion as;

“...our teachers prepare the students with a target to get admission into higher education institutes, even our parents cooperate and appreciate the efforts made by our staff. As owners we counsel our students on importance of professionalism and prepared for higher education. And also our headache are a student's which are over pass increases year to year affect our student physiologically in school particular and national level in generally ”

In another FGD with directors of the private schools on the same issue and at the end the FGD one of the directors summarized the output of discussion as;

“...we monitor all the teaching learning activities and give extra classes specially for X and XII grade students because these two grades are bottle necks for them if they go through these they will successful in their future. ”

In an interview conducted on the same issue with Education bureau expert, he said that,

“...these days our supervisors are directed to emphasize to supervise the activities of schools especially grade X and XII in government and private schools, in Jigjiga some of private schools and some of government schools rigorously working to achieve the targets set by the REB, private schools have little flexibility to convince the parents to send their children for special classes on weekends because parents pay school fee and fee responsibility...”

The data depicted in table 6 above discussed about the perceptions of community towards various elements of Graduates from private schools to be of higher quality.

From above quantitative and qualitative data one can conclude that the private schools are putting more efforts in preparing the students for their higher education which is confirmed by Lassar, Manolis and Winsor (2000) in their study.

4.5. Community Perceptions towards school culture of Private

Table 7 Community perceptions towards school culture in private schools

N	Item		SA	A	UD	D	SD	Mean
1	Qualified staff in private schools are Available	f	65	74	10	24	21	3.71
		%	34.5	38.1	5.1	12.4	10.8	
2	There is proper scope of parental /community involvement in private schools	f	68	52	12	30	32	3.48
		%	35.1	26.8	6.2	15.5	16.5	
3	There is guidance and counseling in private school	f	52	47	10	46	39	3.14
		%	26.8	24.2	5.2	23.7	20.1	
4	Special care (follow up) is taken for low achiever student in private school	F	80	64	12	18	20	3.86
		%	42.2	33.0	6.2	9.3	10.3	
5	Rule and regulation is put into practice	F	86	78	2	16	12	4.14
		%	44.3	40.2	1.0	8.3	6.2	
6	different kinds of clubs are function in private schools	F	50	42	12	46	44	3.01
		%	25.8	21.6	6.2	23.7	22.7	
7	There is positive relationship between staff and management	F	70	45	14	28	37	3.42
		%	36.1	23.2	7.3	14.3	19.1	
8	Academic time table is properly implemented in private school	F	84	76	4	16	14	4.03
		%	43.3	39.2	2.1	8.2	7.2	
Average Mean								3.60

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49–moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 7 shown above illustrates that the perceptions of community towards school culture various component such as qualified staff, parental involvement, rule and regulation, clubs relationship and time table instructional etc.

The data depicted in table 7 above discussed about the perceptions of community towards School culture in private schools. The responses of community members on item 1,

Availability of qualified staff in private schools, 65 (34.5%) and 74 (38.1%) of community members agreed and strongly agreed respectively, 10 (5.1%) of them said they were not known, whereas 24 (12.4%) and 21 (10.8%) did not agree regarding it. Mean perception of community on this item was 3.71, which is high level. This indicates that the the majority of community members perceived the availability of staff in private schools are highly qualified, this is may be because of monitoring and controlling in private schools are higher than government schools.

Response to the item 2, of table 7, There is a proper scope of parental /community involvement in private schools, 68 (35.1%) and 52 (26.8%) of community members strongly agreed and agreed respectively, 12 (6.1%) of them said they were not known, whereas 30 (15.5%) and 32 (16.5%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.48, which is low level. It can be concluded that some private schools make the community or parents to involve where as some may not be.

Regarding to item 3, table 7, in same table community members responses on availability of guidance and counseling in private school, 52 (26.8%) and 47 (24.2%) strongly agreed and agreed respectively, 10 (5.2%) were undecided whereas 46 (23.7%) and 39 (20.1%) were disagreed and strongly agreed on this item. Mean perception of community on this item was 3.14, which is moderate level, this indicates that, however according to the community the guidance and counseling services available in private schools but they are not functioning at high level

Response to the item 4, in table 7, special care (follow up) for low achiever student in private school 80 (42.2%) and 64 (33.0%) of them strongly agreed and agreed respectively and 12 (6.2%) were did not give any response. Whereas 18 (9.3%) and 20(10.3%) of the community members had disagreed and strongly disagreed on availability of adequate infrastructure in private schools. Mean perception of community on this item was 3.86, which is high level. This indicates compare to other items the

private schools take better care for their students because their business depends on how they treat their students.

The community members to the item 5, table 7, Rules and regulation is put into practice, 86 (44.3%) of them strongly agreed, 78 (40.2%) were agreed on it, 2 (1.0%) did not respond and 16 (8.3%) of them strongly disagreed whereas 12(6.2% were strongly disagreed on it. Mean perception of community on this item was 4.14, which is high level. This shows that private schools strictly follow the rules and regulations in running their schools, it may help the students to honors the rule and regulations in future life for their betterment.

In table 7, to item 6 different kinds of clubs practice in private schools, 50 (25.8%) had strongly agreed 42 (21.6%) had agreed on it and 12 (6.2%) did not opined on it whereas 46 (23.7%) and 44 (22.7%) had disagreed and strongly disagreed. Mean perception of community on this item was 3.10, which is moderate level. This shows private schools concentrate of teaching-learning than extracurricular activities.

table 7, for item 7, regarding positive relationship between staff and management, 70 (36.1%) community members strongly agreed and 45 (23.2%) were agreed, 14 (7.3%) were responded as undecided, whereas 28 (14.3%) and 37 (19.1%) were disagreed and strongly disagreed on this item. Mean perception of community on this item was 3.42, which is moderate level. This indicates that the relationship between staff and management is positive but moderate level only, not high or low.

The data depicted on item 8, table 7, academic time table is properly implemented for this item 84 (43.3%) community members strongly agreed and 76 (39.2%) agreed on this item and 4 (2.1%) were undecided whereas 16 (8.2%) and 14 (7.2%) were disagreed and strongly disagreed. Mean perception of community on this item was 4.03, which is high level, this shows that the implementation of time-table is paramount in majority private schools.

On the same issue FGD conducted with owners of the private schools, at the conclusion session one of the owners of the private schools concluded as;

“... we maintain regular and positive relationship with our community, and they observe our activities directly through parents and students, sometimes they visit the schools and discuss with respective subject teachers regarding the progress of their children. We achieve almost 100% attendance because of two-way monitoring from school side and parents side. Thus rules and regulations are followed strictly and school management implements time-table appropriately. We give full freedom to the school directors in implementing the school calendar.”

Further in another FGD with directors majority of them confirmed as same as to owners of the private schools.

In an interview conducted on the same issue with Education bureau expert, he said that,

“...some private schools are good and they follow the school calendar whereas some private schools do not. Such schools do not possess qualified principals and some teachers are weak in delivering the instruction in the classroom, we from government always advise them to recruit qualified staff to raise the image of the region. Anyways we have to travel a long journey to realize the dreams of the people of the region in education sector.”

From above one can conclude that most of the private schools are running successfully through proper implementation of teaching-learning activities such as instruction, clubs, counseling units. Private schools also follow the rules and regulation strictly and maintain congenial relationship with parents. Even these schools take special attention and care for their students.

4.6. Community Perceptions towards Quality of Teaching Staff of Private Schools

Table 8: Community perceptions towards quality of teaching staff of private schools

N	Item	Fre	SA	A	UD	D	SD	Mean
1	Private schools possess high skilled teaching staff	F	70	45	14	28	37	3.42
		%	36.1	23.2	7.3	14.3	19.1	
2	Private school's teachers possess the requisite qualifications	F	55	48	9	38	44	3.14
		%	28.4	24.7	4.6	19.6	22.7	
3	Private school's teachers are more committed than those in public	F	86	78	2	16	12	4.08
		%	44.3	40.3	1.0	8.2	6.2	
4	Private school's teachers are more effective than those in public	F	70	45	14	28	37	3.42
		%	36.1	23.2	7.3	14.3	19.1	
5	Active learning is used in private school	F	65	55	22	28	24	3.56
		%	33.5	28.4	11.3	14.4	12.4	
6	Teachers are creating positive learning environment	F	86	78	2	16	12	4.08
		%	44.3	40.3	1.0	8.2	6.2	
	Average Mean							3.62

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49 – moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 8 shown above illustrates that the perceptions of community towards various components of quality teaching staff available in private schools such as the requisite qualification, commitment of teacher, effectiveness, ways of delivering subject matter, furniture toilets etc.

The data depicted in table 8 above discussed about the perceptions of community towards that the private schools possess high skilled teaching staff. The responses of community members on item 1, Private schools possess high skilled teaching staff, 70 (36.1%) and 45 (23.2%) of community members agreed and strongly agreed respectively, 14 (7.3.8%) of them said they were not known, whereas 28 (14.3%) and 37 (19.1%) did not agree

regarding it. Mean perception of community on this item was 3.42, which is moderate level. This indicates that the private schools possess the staff whose skills are just above the average only.

In table 8, response to the item 2, Private school's teachers possess the requisite qualifications 55 (28.4%) and 48 (24.7%) of community members strongly agreed and agreed respectively, 9(4.6%) of them said they were not known, whereas 38 (19.6%) and 44 (22.7%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.14, which is moderate level. It can be interpreted that all private school do not possess high qualified teachers, but majority of the schools have relatively required qualified teachers.

In table 8, regarding to item 3, in same table community members responses towards Private school's teachers are more committed, 86 (44.3%) and 78 (40.3%) of community members agreed and strongly agreed respectively, 2(1.0%) of them said they were not known, whereas 16 (8.2%) and 12 (6.2%) did not agree regarding it. Mean perception of community on this item was 4.08, which is moderate level. Data reveals that the commitment of teachers is high this will help the schools in progressing and achieving the goals of the schools.

In table 8, response to the item 4, Private school's teachers are more effective 70 (36.1%) and 45 (23.2%) of community members agreed and strongly agreed respectively, 14 (7.3.8%) of them said they were not known, whereas 28 (14.3%) and 37 (19.1%) did not agree regarding it. Mean perception of community on this item was 3.42, which is moderate level. This shows that community perceived the effectiveness of teachers of private schools is just above the average level.

In table 8, the community members to the item 5, Active learning is used in private school, 65 (33.5%) of them strongly agreed, 55 (28.4%) were agreed on it, 22 (11.3%) did not respond and 28 (14.4%) of them strongly disagreed whereas 24 (12.4%) were strongly disagreed on it. Mean perception of community on this item was 3.56, which is

high level. as per community perception there is a practice of active learning in private schools which will be beneficial to the students.

In table 8, Item 6 Teachers are creating positive learning environment, 86 (44.3%) and 78 (40.3%) of community members agreed and strongly agreed respectively, 2(1.0%) of them said they were not known, whereas 16 (8.2%) and 12 (6.2%) did not agree regarding it. Mean perception of community on this item was 4.08, which is moderate level, thus the creating positive environment is ultimately influence the behavior of the students.

From above we can conclude that private schools in Jigjiga city administration are striving for better quality of education. To get good number of students and face the competitors it is oblivious that private schools should equip with quality resources such as human and material. Therefore most of the private schools recruit right teachers at right time, as the directors said few schools even pay high salaries compare to government in order to retain the best teachers. The community in Jigjiga perceived that the private schools maintain the quality teaching staff.

As literature says, the existence of the private schools in India basically depends upon their quality teachers, serene environment and other facilities (Ramesh, 2006). Thus the future progress of the private schools relies on the facilities provided by the owners of those schools and accordingly the community perceive towards the physical and environmental facilities in the schools.

4.7. Community Perceptions towards Currently Given Curriculum implementation of Private Schools

Table 9: Community perception towards curriculum implementation in private school

N	Item		SA	A	UD	D	SD	Mean
1	Private schools offer a more flexible curriculum	F	65	55	22	28	24	3.56
		%	33.5	28.4	11.3	14.4	12.4	
2	Private schools matching with class & age of student	F	80	64	12	18	20	3.86
		%	41.2	33.0	6.2	9.3	10.3	
3	Load-carry of textbooks and notes are heavy in private school	F	84	76	4	16	14	4.03
		%	43.3	39.2	2.1	8.2	7.2	
4	Curriculum is loaded (heavy) syllabus	F	79	81	8	18	8	4.05
		%	40.7	42.0	4.0	9.2	4.1	
5	The curriculum is better implemented in private schools	F	86	78	2	16	12	4.08
		%	44.3	40.3	1.0	8.2	6.2	
6	Curriculum in private schools is more student-centered	F	88	74	12	8	12	4.12
		%	45.4	38.1	6.2	4.1	6.2	
7	Private schools provide better opportunities for extra-curricular activities	F	45	40	18	40	51	2.94
		%	23.1	20.6	9.3	20.6	26.4	
	Average Mean							3.81

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49 – moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 9 shown above illustrates that the perceptions of community perception towards Currently given curriculum standard better implemented diversified and flexible, matching with class and age, load of note and textbook, method, opportunities for extra-curricular activities etc.

The data depicted in table 9 below discussed about the Community perceptions towards currently given curriculum standard of private schools The responses of community members on item 1, private schools offer a more diversified and flexible curriculum, 65 (33.5%) and 55 (28.4%) of community members agreed and strongly agreed respectively,

22 (11.3%) of them said they were not known, whereas 28(14.4%) and 24 (12.4%) did not agree regarding it. Mean perception of community on this item was 3.56, which is high level.

In table 9, response to the item 2, matching with class & age of student, 80 (41.2%) and 64 (33.0%) of community members strongly agreed and agreed respectively, 12 (6.2%) of them said they were not known, whereas 18(9.3%) and 20 (10.3%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.86, which is high level.

In table 9, regarding to item 3, Load-carry of textbooks and notes is heavy, 84 (43.3%) and 76 (39.2%) strongly agreed and agreed respectively, 4 (2.1%) were undecided whereas 16 (8.2% and 14 (7.2%) were disagreed and strongly disagreed on this item Mean perception of community on this item was 4.03, which is high level.

Response to the item 4, Curriculum is loaded (heavy) syllabus 79 (40.7%) and 81 (42.0%) of them strongly agreed and agreed respectively and 8 (4.1%) were did not give any response. Whereas 18 (9.2%) and 8(4.1%) of the community members had disagreed and strongly disagreed on availability of adequate infrastructure in private schools. Mean perception of community on this item was 4.05, which is moderate level.

In table 9, the community members to the item 5, the curriculum better implemented in private schools, 86 (44.3%) of them strongly agreed, 78 (40.3%) were agreed on it, 2 (1.0%) did not respond and 16 (8.2%) of them strongly disagreed whereas 12 (6.2%) were strongly disagreed on it. Mean perception of community on this item was 4.08, which is moderate level.

In table 9, item 6 curriculum in private schools is more student-centered, 88 (45.4%) had strongly agreed 74 (38.1%) had agreed on it and 12 (6.2%) did not opined on it whereas 8 (4.1%) and 12 (6.2%) had disagreed and strongly disagreed. Mean perception of community on this item was 4.12, which is moderate level.

In table 9, for item 7, i.e., private schools provide better opportunities for extra-curricular activities, 80(42.2%) community members strongly agreed and 64(33.0%) were agreed, 12 (6.1%) were responded as undecided, whereas 18(9.3%)and 20 (10.3%) were disagreed and strongly disagreed on this item. Mean perception of community on this item was 2.94 which is low level.

On the same issue FGD conducted with owners of the private schools, and majority of them revealed as that sometimes parents feel that the owners force them to buy some other relevant reference books, question banks etc., but as owners (some) of the school they buy enough reference materials and distribute to the students on need based. Thus the parents have positive perception towards them regarding the curriculum. Specially for lower classes they use colorful textbooks printed abroad which stimulate the children.

In another FGD with directors of the private schools on the same issue they said collectively at the time of concluding the FGD session as,

“... we emphasize on student center methods through which students benefit a lot. We did not face any problem from parents regarding curriculum but we don't have adequate playground and other provision for extra-curricular activities.”

In an interview conducted on the same issue with Education bureau expert, he said that,

“...as I observed the most of private school concentrate on academic activities but they low emphasize on extra-curricular activities this may imbalance between academic and non-academic activities.”

From above one can conclude that most of respondents have positive perception towards the curriculum implemented in private schools where as low level of perception is registered by respondents towards extra-curricular activities. This is also remarked by Sudhaker (2007), that the majority of private schools in India concentrate only on academic activities such as classroom instruction, attendance, assignments etc.

Thus the future progress of the private schools relies on the facilities provided by the owners of those schools and accordingly the community perceive towards the curriculum implementation in the schools.

4.8. Community perceptions towards cost effectiveness of private schools

Table 10 Community perceptions towards educational cost effectiveness of private schools

N	Item		SA	A	UD	SD	D	Mean
1	Private schools are expensive	F	80	60	5	24	25	3.75
		%	41.2	30.9	2.6	12.4	12.9	
2	Private schools have a tendency to be profit oriented	F	90	58	6	19	21	3.91
		%	46.4	29.9	3.1	9.8	10.8	
3	Cost on school like, text book, exercise book, other materials are expensive	F	75	62	8	35	14	3.77
		%	38.7	32.0	4.1	18.0	7.2	
4	Expenditure on school uniform is expensive	F	71	65	5	28	25	3.66
		%	36.6	33.5	2.6	14.4	12.9	
5	Private schools have donation from other organizations	F	25	30	32	50	57	2.57
		%	12.9	15.5	16.5	25.8	29.3	
Average Mean								3.53

SA- strongly agree, A- agree, UD- undecided, D- disagree SD- strongly disagree

Key: 0-1.49 – very low level .50-2.49 – low level 2.50-3.49–moderate level 3.50-4.49 – high level
4.50-5.00 – very high level Fr = Frequency Total % = 100

The data presented in table 10 shown above illustrates that the perceptions of community towards various components of cost effectiveness in private schools such as expensive school are profit oriented cost of book and other materiel are expensive etc.

The data depicted in table 10 above discussed about the perceptions of community towards educational cost effectiveness of private schools. The responses of community members on item 1, private schools are expensive, 80(41.2%) and 60 (30.9%) of

community members agreed and strongly agreed respectively, 5 (2.6%) of them said they were not known, whereas 24 (12.4%) and 25 (12.9%) did not agree regarding it. Mean perception of community on this item was 3.75, which is high level.

Response to the item 2, in table 10, private schools have a tendency to be profit oriented, 90 (46.4%) and 58 (29.9%) of community members strongly agreed and agreed respectively, 6 (3.1%) of them said they were not known, whereas 19 (9.8%) and 21(10.8%) did not agree and strongly agree respectively on this item. Mean perception of community on this item was 3.91, which is high level.

Regarding to item 3, in table 10 cost on school like, text book, exercise book, other materials are expensive, 75 (38.7%) and 62 (32.0%) strongly agreed and agreed respectively, 8(4.1%) were undecided whereas 35 (18.0%) and 14 (7.2%) were disagreed and strongly disagreed. on the item. Mean perception of community on this item was 3.77, which is high level

Response to the item 4, in table 10 expenditure on school uniform is expensive 71 (36.6%) and 65 (33.5%) of them strongly agreed and agreed respectively and 5 (2.6%) were did not give any response. Whereas 28 (14.4%) and 25 (12.9%) of the community members had disagreed and strongly disagreed on availability of adequate infrastructure in private schools. Mean perception of community on this item was 3.66, which is high level.

The community members to the item 5, in table 10 private schools have donation from other organizations, 25 (12.9%) of them strongly agreed, 30 (15.5%) were agreed on it, 32(16.5%) did not respond and 50 (25.8%) of them strongly disagreed whereas 57 (29.3% were strongly disagreed on it. Mean perception of community on this item was 2.57, which is moderate level.

On the same issue FGD conducted with owners of the private schools, and one of them revealed as,

“.....we agree that private schools are expensive than government schools but we provide proportionate services to our students, everything we have to spend from the fee that is paid by parents. For example salaries, library, lab material, so on. And private schools do not receive any kind of donations, therefore private education naturally expensive.”

The same opinion is agreed by all other members of FGD.

In an interview conducted on the same issue with Education bureau expert, he said that,

“.....private schools charge more fees and there is no unanimous agreement of all schools on the fee structure. But I don't think they use lion part of the fee on providing the facilities to the students. Even though some extent they are doing better.”

From above one can conclude that the private education is more expensive than government education, this is also confirmed many scholars like Ayele Shibeshi (2006).

Thus the future progress of the private schools relies on the facilities provided additional income generate by the owners of those schools and accordingly the community perceive towards the cost effectiveness in the schools.

4.9. Aggregate Perception of Community towards on Various Variable of Private Schools

After measuring the perception of community on towards various variables of private schools under each heading, researcher had seen which of the variables have been perceived by the community at high level. This data will be useful for looking into the variables which can be addressed and improved. Thus the data presented in various tables from tables 5 to 10 shown above sections, each table average mean is calculated and all average means of each table presented in table 11 and the variables are ranked.

Table 11 Aggregate perceptions of community towards the objective of the study on private schools

No	Item	Avg. Mean	Rank
1	Community perception towards physical facilities of private schools	3.29	6
2	Community perceptions towards academic effectiveness in private schools	3.56	4
3	Community perceptions towards school culture in private school	3.60	3
4	Community perception towards quality of teaching staff of private schools	3.62	2
5	Community perception towards curriculum implementation	3.81	1
6	Community perception towards educational cost effectiveness of private schools	3.53	5

The data shown in table 11, item 5 average mean is 3.81 that indicated the community perceived and ranked it as first rank that the curriculum implementation by the private schools is extremely excellent. The community liked the curriculum implemented by the private school at high level. They also second ranked and perceived that the quality of teaching staff in private schools is very good, its mean of mean is 3.62. According to the data obtained on community perceptions towards school culture in private school, is ranked as 3 and its mean of mean is 3.60 implies that the private schools creating good culture in schools which may have impact on teaching and learning. The community also the academic effectiveness of private schools as fourth ranked, its average mean is 3.58 it implies that the community felt good and need to do better but the owner perceive some problem like pass over are headache for educational investments . Community members ranked the physical facilities of private schools as fifth rank its mean value is 3.53 educational cost effectiveness is little high this indicates the private schools it is difficult/ constraint to lower income parent / community members to send their children to private school. Lastly they ranked must improve the physical facilities in private schools as 6th, school should focus this area for further improvement or additional investment on physical facilities which is benefit to their student in physical fattiness and mental satisfaction point of view.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was assessing community perception towards private schools of Jigjiga city administration. With this regard, this chapter mainly deals with the summary of findings, the conclusions reached and recommendations forwarded on the basis of finding.

5.1. Summary of Major Findings

The finding reported in this part summarizes the following themes that reflect research questions on Community perception towards various practices of private schools in Jigjiga city administration and recommend the possible solutions.

To achieve the objectives, descriptive research design was employed which includes qualitative and quantitative methods. Close end structured question are manipulated for 194 community members (parents) , Interview and FGD were applied for 10 private school owners, 10 directors of private schools and 3 education offices experts with a total of 217 respondents. The samples were selected through simple random and purposive technique. Secondary sources of data were various school documents such as policy, minutes, school related documents. Observation was made by the researcher on (class room teaching-learning process and physical facilities in school compound) of schools. Quantitative data were collected from community members through questionnaires, qualitative data were collected from owners and directors of private schools through FGD and from educational experts through interviews. The study also tried to answer the following basic question and analyzed the finding obtained from these questions:

1. What are the community perceptions towards the effect of physical facilities
2. How does the community perceive academic effectiveness of private schools in Jigjiga city Administration?
3. How does the community perception toward schools culture
4. How does the community perceive towards competence and of teaching staff in Jigjiga city Administration look like?

5. How does the community perceive, curriculum implementation and educational cost effectiveness of private schools in Jigjiga city Administration?

- Finding related to community perception towards academic effectiveness of private schools were relatively better on academic effectiveness with overall mean of the item 3.56 which is high level. These shows private schools student have good social and academic knowledge related the public school. This means that private school students have a very good future line of work and life beyond passing national examination and achieve the target set by schools in particular and REB in general. On another finding related to over pass from private school student were high problems for the owner of the school.
- Finding on physical facilities show that Most of the people and interview were indicate that private school physical facilities are not adequate, they calculate based on cost-benefit analysis. But not all private schools some of schools have adequate while most of them could not afford adequate educational inputs such as play ground, library, laboratory and toilet.
- Finding related to community perception toward schools culture and quality of teaching staff in private school show that most of private schools were running successfully through proper implementation of teaching learning activity and most of them practiced better and qualified teacher at right time. Also finding on cultures of private schools enhance teacher effectiveness, instructional efficiency and students achievement. This implies that the school culture encourage and support to achieve intended goals of the schools. Where this confirms that private schools maintained the quality of teaching staff.
- Most of the respondents for item in community perception towards curriculum implementation were strongly agree with average mean of 3.81 which is high. This gave constrictive feedback on lessen plan, practical activity of student exercise , good academic schedule implementation, student teacher relationship,

and availability of qualified and committed teaching staff that is influenced by leadership of schools.

- Regarding school educational cost effectiveness of private schools especially (school fee) community perception was more expensive for low income group families.

5.2. Conclusions

This study had analyzed community perception towards various elements of private school of jigjiga city administration. The instruments that were used to collect data for this research were questionnaire, focus group discussion (FGD), interview, observation and document analysis.

Based on the finding identified, the following conclusions were drawn

- The overall perception towards physical and environmental conditions as the overall mean of the item in table 5 was 3:29 it is last ranking but which show that the level of facility are above moderate, thus the future progress of the private schools relies on facilities to be provided by the owners of the schools.
- Private schools have built good social and academic knowledge. This means most of private schools students do have a good future line of work and life
- Most of private schools are running successfully through proper implementation of teaching learning activity, teaching staff was working real time rather than clock time, counseling, student class ratio and other related unit. Also follow the rule and regulation strictly and maintain positive relationship with parent, students and leadership.
- Private schools in jigjiga city administration are striving for better quality of education. To get good number of students and face the competitors. It is obvious

that private school should equip with quality resource such as human and teaching material. and pay better salaries to retain the best teacher so that they maintain quality of teaching staff.

- Private school implemented the curriculum by considering student center approach and matching with class age of student.
- Private school educational cost specially (school fee) is more expensive and high for lower income groups of families.

5.3. Recommendations

On the basis of findings obtained from the study, the following recommendations were drawn.

- Private school should establish strong relationship based on cooperative work, need-based, effective activity implementation and link the school to each other, parent and government official both horizontally and vertically to strengthen academic efficiency .
- Public school should practice the experience of private school leadership implementation on the school's culture and clear understanding of its purpose, why it exists, what must be done, and who it should serve, makes things work efficiently and working real time rather than clock time.
- Government should build dialogue with all concerned body and stakeholders in and out of the school to enhance efficiency and competence at all levels and also formulate and implement' **educational law**' for pass over students, other related problem of education to prepare students for competitive market , sustainable quality education and equipped intellectual armed generation.

- Regional education Bureau, other concerned body and Schools prepare standardize test as cluster level and entrance examination in school level to protect pass over student and other related educational crime.
- Private school should invest on school compound like (play ground, toilet, library, laboratory and ICT room) and effective resource utilization.
- Regional education Bureau should give more attention to private school by helping and supporting or taking share holder (in terms of materiel and teacher salary spend) means semi government fund to minimize expense of low income community.
- Private schools community should formulate strong professional association to establish standards of performance and code of ethics.
- Private school need to make available extra- curricular activity.
- Regional, woreda and city council bureau should be responsible for directing and implementing a safe, secure, and caring educational environment for private school.
- The respondent suggested the existing university must r reactivate Teacher education program

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7. APPENDICES

HARAMAY UNIVERSITY Postgraduate Program Directorate

7.1. Questionnaire for parent/community, owner and Director

I am a student at Haramaya University, School of Graduate Studies for Masters Degree in Educational Leadership.

Introduction: Dear respondent The purpose of this Questionnaire is to collect relevant information on community perception towards private school in Jigjiga City Administration. The result of this study will highly depend on your response to each item. Therefore, you're honest and objectivity in answering all items will have invaluable contribution for the success of this study.

Thank you in advance for your cooperation.

Part One: - please fill in with your personal information (put a tick in the box provide)

Sex: Male Female

Academic back ground: Ph. D Master B.A
Diploma Certificate Other

Year of service 0-5 6-10 10-15 above

Institute: - Community Government official School staff
NGO Any other

Objective 1:- community perceptions towards academic effectiveness of private schools in Jijiga city Administration

Community perceptions towards academic effectiveness of private schools

No	Item	SA	A	UD	D	SDA
1	Do you think Graduated from private school to be higher quality?					
2	Do you think Probability of overpass of student is high in another school?					
3	Do you think Private school are better prepared their student for higher education?					
4	Do you think Private school prepare student for future professionalization?					
5	Do you think Graduates from private schools have better social and academic knowledge?					

Objective 2:- Examine Community perceptions towards school culture in private schools in Jijiga city Administration.

Community perception towards school culture

No	Item	SA	A	UD	D	SDA
1	Do you think private schools have qualified teaching staff?					
2	Do you think private school's proper scope of parental/community involvement?					
3	Do you think there is a guidance and counseling in private schools?					
4	Do you think special care/follow up for low achiever private schools?					
5	Do you think rule and regulation in to practice in private schools?					
6	Do you think different clubs practice in private school?					

Objective 3:- Evaluate the Community perceptions towards quality of teaching staff of private schools in Jijiga city Administration.

Community perception towards quality of teaching staff in private schools

No	Item	SA	A	UD	D	SDA
1	Do you think private schools have better quality in teaching staff?					
2	Do you think private schoolteacher possess the requisite qualification ?					
3	Is private school teacher are committed?					
4	Do you think private school teacher are more effective?					
5	Do you think private school active learning is implemented					
6	Do you think private teacher are committed to shape positive attitude for the pupils?					

Objective 4:- Identify community perceptions towards the curriculum implementation of private schools in Jijiga city Administration.

Community perception towards curriculum standard in private and schools.

No	Item	SA	A	UD	D	SDA
1	Do you think private schools offer a more diversified and flexible curriculum?					
2	Is matching or mismatching the class in student age?					
3	Is load-carry by student from home to school is weighty?					
4	Is loaded curriculum (heavy) syllabus					
5	Is the curriculum better implemented in private schools?					
6	Do you think the curriculum in private schools is more student-centered?					
7	Do you think private schools provide better opportunities for extra-curricular activities?					

Objective 5:-Examine the community perceptions toward education cost effectiveness of

private schools in Jijiga city Administration.

Community perception towards cost effectiveness in private schools

No	Item	SA	A	UD	D	SDA
1	Do you think private schools are expensive?					
2	Do you think private schools have a tendency to be profit oriented?					
3	Do you think cost on school like, text book, exercise book, other materials are expensive?					
4	Is expenditure on school uniform is expensive?					
5	Do you think private schools utilize resources more efficiently?					
6	Do you think private school have donation from other organization?					

7.2. Discussion questions for, Director, Woreda, City Administration education bureau and School owner

Focus Group Discussion

This focus group discussion will be prepared to gather data that is helpful to assess the perception of community towards private school. Hence, the success of this research depends on willingness and honesty of your response (opinions/ideas), the researcher hope that you do so. All data on this research will be reported in aggregate form and no individual respondents will be identified. Your participation is completely voluntary and you do not obliged to answer any question/s that you are uncomfortable.

Thank you very much for your co-operation!

(Question 1 – 3 filled by researcher)

Institution/Bureau _____ Location _____

Sex	Total male	Total female
-----	------------	--------------

1. Educational back ground

- 1) Below grade 10/12 ----
- 2) Grade 10/12 -----
- 3) Certificate -----
- 4) BSc/BED -----
- 5) Dr -----
- 6) Diploma

Work experience

- | | |
|----------------------|-----------------------------|
| 1) 1 – 5 years ----- | 3) 11 – 15 year ----- |
| 2) 6 – 10 year ----- | 4) 16 years and above ----- |

1. Age

- | | |
|------------------|-----------------------|
| 1) 20 – 25 ----- | D) 31 - 35 ----- |
| 2) 26 - 30 ----- | E) 36 and above ----- |

Please Make Brief Discussion and Comments on the following questions.

- 1. What do you physical facility (toilet ,instructional material ,class size , play ground library and other ...

- 2. Do you think that private school have prepared for national examination and higher intuitions?

- 3. Do you think that private school have positive relationship among parent and student

- 4. Is private school are more attractive in school compound

- 5. The private teaching staff have commitment/ willing to teach

- 6. Do you think that Output of Private school student are successful in future life

A) So why?

B. What are the factors?

7. What do think about private school rule and regulation

8. what do you think about school fee

9. What is your Suggestions to improve or to attract the community in allover private institution: -----

10. what do you fell about pass over student and other related problem

Thank you!!