

**LEADERSHIP ROLES OF PARENT TEACHER STUDENTS
ASSOCIATION IN PRIMARY SCHOOLS OF WEST HARARGHE
ZONE, OROMIA REGIONAL STATE**

MA THESIS

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**Leadership Roles of Parent Teacher Students Association in Primary
Schools of West Hararghe Zone, Oromia Regional State**

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STATEMENT OF THE AUTHOR

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ACRONYMS AND ABBREVIATIONS

CSA	Central Statistical Authority
ESDP	Education Sector Development Program
FGD	Focus group discussion
KETB	Kebele Education and Training Board
MoE	Ministry of Education
PTA	Parent-Teacher Association
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WEO	Woreda Education Office
ZEO	Zonal Education Office

BIOGRAPHICAL SKETCH

The author was born on January 25, 1980 E.C in Tullo Woreda, West Hararghe Zone of Oromia Regional State. He attended his primary education in Hirna Elementary School in Tullo Woreda and his secondary education in Hirna High School. He received Degree in Chemistry 2006 E.C from Haramaya University. Currently, he is working in Tullo Woreda Education Office in Hirna Secondary School principal position. The author joined the Postgraduate Program Directorate at Haramaya University in July 2011 E.C in order to pursue further studies in Educational Leadership.

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Leadership Roles of Parent Teacher Students Association in Primary Schools of West Hararghe Zone

ABSTRACT

The purpose of this study was to examine the Leadership Roles of Parent Teacher Students Association in Primary Schools of West Hararghe Zone. Mixed research approach under which qualitative and quantitative method was employed. Both primary and secondary sources were used. Questionnaire, interview, focus group discussion and document were utilized to gather data. A total of 158 respondents participated in the study using purposive and stratified random sampling comprising of 49 Parent Teacher Students Association members, 7 principals, 7 Cluster Resource Center supervisors, 67 teachers, 21 Kebele Education Training Board members and 7 Woreda Education Office heads. Quantitative data was analyzed by frequency and percentage. The data obtained from interviews, focus group discussion and document were analyzed qualitatively, and themes were developed to present this data. From the findings Parent Teacher Students Association were involved in school leadership through enhancing better community participation, maintaining discipline in the schools and mobilizing parents on enrolment and attendance. The findings also indicated Parent Teacher Students Association role in developing effective parent teacher students' communication, reducing the students' disciplinary problems and seeking solution along with parents to drop out students was good. Parent Teacher Students Association leadership roles in planning, monitoring and evaluation of school activities, building strong relationship among teachers, staff, students and the community, follow up and managing school resources was found insufficient. Poor economic background/, lack of skill and knowledge, busy to do a living job of family, lack of leadership skills and competence, lack of acceptance in the community, lack of time to take part in social life, inconvenient meeting time, absence of incentives to Parent Teacher Students Association were the common socio-economic factors. The strategies to enhance Parent Teacher Students Association leadership role includes conducting training to members, providing financial and technical supports, and encourage PTA members to plan, act and evaluate with different stake holders. Thus, it can be concluded that Parent Teacher Students Association do not play equal leadership role to all activities in Primary Schools of West Hararghe Zone. Therefore, it is recommended that Parent Teacher Students Association has to strengthen relations with all parents, teachers and students. Moreover, Parent Teacher Students Association should pay equal attention in planning school activities.

Key words: Leadership Roles of PTSA, Primary Schools, West Hararghe Zon

1. INTRODUCTION

This chapter consists of a brief overview of background of the study and statement of the problem. Other aspects in this chapter are basic research questions, objectives of the study, significance of the study, and delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Education is very crucial for any society as well as for any country. It is the tool that helps in transformation of social, political, economic and life styles of society. In order to survive and adapt the rapid global changes education is very important. Education has different aims. One of the aim of education is to strengthen the individuals and societies problem solving capacity able and culture starting from basic education and at all levels. Thus, providing equitable and quality education for all citizens is the means to survive in the world, sustain economic development, promote good culture and improve the social life of the society (Dayaram, 2011).

Strong, sustained community participation in the school management can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. The school management committee is intended to be the basic unit of a decentralized governance model with active involvement of community in the school's functioning as they are the main stakeholders in the education process (Hornby, G.2011).

Efficient and effective leadership of schools should be entirely an internal issue or be left for just the school administration. For a school to be able to do well in every ramification, then useful inputs from external sources have to be thoroughly considered and implemented. One of those useful external sources is the parent teacher association (MoE 2010). Parent teacher association is an association comprising of parents/guardians of students and the

administration of the school mostly teachers who meet annually or quarterly to discuss matters on the educational, moral and spirited well-being of the students of any learning organization, either at the primary level or at the secondary level (Macharia, 2014).

Schools are responsive to community expectations, suitable for learning, school administration and community participation. It is apparent that there is a symbolic link between schools and their communities (Armstrong, 2012). Local communities can strengthen the school by providing resources and participating in different school activities. The school, in turn, can contribute to the community by addressing community needs in its program and by organizing students to work on community problems and projects (Mitiku, Tadesse, and Getnet, 2013).

For many grounded reasons, the school, family and community should develop partnership for the betterment of children's learning in education. Though partnership between the school, home and the community is advocated in countries education system, it is difficult to meet the intention unless PTA is playing their leadership roles. Moreover, it is vitally important that roles are understood and communicated to all partners School community relationship is very relevant in the development of primary education. This is evident because the community provides many things to the school such as land for building schools, funds, facilities, supervisions, discipline and classrooms. This helps greatly in sustaining and strengthening school community relationship, which ultimately leads to the development of primary education (Tata and Sadiq, 2014).

Parent teachers association is a group of people which include parents, teachers and other school staff members to play role in linking schools with community. In line with this Erin (2006) says PTA is a formal organization composed of parents, teachers and staff that facilitate parent participation in schools activities. The historical development of PTSA in

both developed and developing countries is partly linked to school fund partly due to the need for extra financial support from the local community for school development but the role of PTA goes beyond (Tom cuming and Keen,2008).

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

With regard to the role of parents in school community partnership, Ministry of Education (2010) states that parents are the first influential teachers of their children. Because of their irreplaceable roles, it is important that parents stay involved in their children's lives both at home and at school since the impact of the family is more directed, immediate and sustainable. As a result, education in school is one form, and the education receive at home should be connected to the school in order to provide continuity. In addition, research has shown that increased family involvement boosts students' attendance and attitudes towards school, decreases students discipline problems and increase achievement and aspiration (Mitiku, Tadesse, and Getnet, 2013; Iqbal, 2013).

As ESDP Implementation Manual puts, development of education includes school construction, beautification control of discipline, managing educational finance, evaluating teachers and maintenance of school buildings and site. This informs that studying on Parent

Teacher Student Association together with the society is important for educational development. As G/Michael (2016) wrote Ethiopian educational activities need parents' support in all conditions to maintain the quality of education.

From the researcher's personal experience, in West Hararghe Zone most primary school students seem like very reckless to their learning and their behavior is a kind of strange. In other way when we look their parents' role in the school program, they do not attend even once a year. This indicates that the school's Parent Teacher Student Association is weak in promoting school-community relation. Therefore, giving emphasis about Parent Teacher Student Association role in school leadership in general and at primary schools in particular is essential (Chiman, 2012).

Based on the above idea, we can understand that the active participation of the community is vital precondition for the attainment of a successful educational goal. As long as schools have established a strong and effective relation with the community, many things will get improved in the school management system. In order to get such changes, school leaders are expected to establish an effective management system, which invites parents and the society to take part in the different school management functions (Mitiku et. al., 2013). This shows us how PTSA participation is crucial for both the proper functions and effectiveness of schools and the attainment of school objectives. Because of these reasons, the researcher is motivated to conduct this research, which intends to assess and bring tangible improvement in the leadership role of the PTSA in the management of primary schools of the study area. So, the researcher wants to conduct the study on the leadership role of Parent Teacher Student Association in Primary Schools to find out the roadblock between the school and community.

On the other hand, the researcher's interest in studying the leadership role of Parent Teacher Association in Primary Schools of West Hararghe Zone emanated from the following rationale: First of all, if the problems related to leadership role of PTSA mentioned above, continue without giving remedial solution, it may affect all educational stakeholders in the study area directly (Gebre Michael, 2012:19). In addition, as far as the leadership role of Parent Teacher Student Association in primary schools is concerned the researcher could not find conducted studies in the study area. Therefore, it appears to be a timely task to conduct a study to investigate how the PTSA get involve itself in overall leadership roles of schools in terms of involving the parents in education matters. Thus, this research finding is expected to bring some light way of the Parent Teacher Student Association members' selection, training and problems they may face and thereby recommends the possible measures to improve leadership role of PTSA for realization of quality education to our learners in government primary schools of West Hararghe Zone, Oromia Regional State.

1.2. Statement of the Problem

Parent Teacher Student Association (PTSA) plays a very important role in the academic and administrative activities of the school. It serves as a bridge to connect the school and the community and facilitate community participation in school affairs. Parental involvement in their children learning at school and at home is the main issue in fostering students' learning. Parental involvement has great advantage for student especially at primary schools than secondary schools. Martinez (2015) concluded that parental involvement on school grounds appears to be suitable for children at primary school to enhance social and emotional adjustment, while it may have little impact on high school students. Parental engagement, on the other hand, appears to have benefits across all age groups.

Beside the above effects, genuine parental involvement creates conducive learning environment. Macharia (2014) recommended that parents should be educated on the need to create a conducive school environment for their children. Any academic performance is related to the Childs home environment in addition to that of the school. Mudibo S.O Cleophas (2014) asserted in his research that a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance.

Overtime, a lot has been said about the operations and functions of the parents' teachers association. This association has mainly defined roles for every school ranging from the primary school to the secondary schools. In some schools they are seen mainly as a fund raising group while in some other schools they are seen as one of the highest decision making body of the school. Whichever way one has to look at it, this association one would say may be a major stakeholder in the effective administration of the school. There are different ways of forging relationship between the schools and the community. Among the common ways, showing the interaction between school and community is parent teacher association. Successful parent teacher association can play a crucial role in promoting successful relationship between communities and school (Hamdan and Iqbal, 2013).

Taking the case of Ethiopia into account, proclamation No.260 of 1994 has stipulated that communities shall be involved in school affairs through the setting up of government school committees like PTSA and KETB. MoE strictly initiates and encourages active participation of the community in different school affairs. The policy clearly stipulates that the school leadership will be effective if and only if the system involved community members in all school activities (MoE, 2015). This shows that, the ministry is convinced for the schools to

realize their long term objectives, through the participation of the community in general and that of community representatives in particular.

The difference between findings of previous studies might be the place where PTSA is influential or not influential in the society, which means in some places it attempts to put its actions as much as possible, and in some other places, the reverse might be true besides the studies were conducted in different levels. Some of them were in primary schools, and some others were in secondary schools. The method they have used, data gathering tools and characteristics of respondents might have influence on the finding.

From the researcher's personal experience, in West Hararghe Zone, the leadership roles of PTA have not been well functional. In most schools, principals rarely involve PTSA when dealing with students' discipline and only in case of serious issues. In this regard, Temam (2013), indicated that PTSA roles in different school leadership activities like follow up of students test result improvement, follow up of teachers' performance, planning, budgeting, decision making, monitoring and evaluation was very low. His study also found that the members of PTSA have not developed a sense of partnership of the school. However, Temam did not include the extent to which the Parent Teacher Student Associations get itself involved in overall leadership role of Primary Schools in West Hararghe Zone. This clearly indicates that the schools' Parent Teacher Student Associations are weak in leadership and promoting school-community relation.

Different studies related to the roles of PTSA were conducted in different levels of education in Ethiopia in general and the study area in particular. Most of them were emphasized on factors hindering leadership role of PTSA, the role of parent teacher student association in secondary schools, contribution of PTSA in promoting school-community relation in secondary schools, factors influencing community participation and the like. However, the

findings of their study is limited in terms of educational level (i.e. secondary schools) in which they failed to include primary school which is considered the base for all educational level and content coverage (i.e. operations and functions of the PTSA). They also did not include leadership role of PTSA in maintaining desirable behavior in primary schools and mechanisms to improve leadership role of PTSA from time to time.

Even though, the title and major concepts of this study has similarities with above stated studies, this work has its own unique qualities. Thus , this study aims to assess the degree of contribution of PTSA in promoting effective school leadership, the major achievement that have been made by PTSA contribution in promoting school community relation, problems that hinder the contribution of PTSA in promoting school community interaction and the possible strategies of PTSA for building strong school-community relationship. Therefore, the current study intended to fill these uncovered gaps by exploring the overall leadership role of PTA in primary schools of West Hararghe Zone.

1.3. Basic Research Questions

To guide the study within the scope specified and make the attainment of intended objectives, the study aimed to answer the following basic research questions.

1. How do Parent Teacher Student Association members play their role in enhancing effective leadership of primary Schools of West Hararghe Zone ?
2. How do the Parent Teacher Student Associations contribute in maintaining desirable behavior of students in the West Hararghe Zone?
3. What are the socio-economic factors which hinder leadership role of Parent Teacher Student Association in Primary Schools of in West Hararghe Zone?
4. What are mechanisms to improve leadership role of Parent Teacher Student Association in Primary Schools of West Hararghe Zone?

1.4. Objectives of the Study

The study used both general objective and specific objectives.

1.4.1. General Objective

The overall objective of this study is to investigate the overall leadership role of PTSA in primary schools and thereby forward possible measures to ensure provision of quality education in government primary schools of West Hararghe Zone, Oromia Regional State.

1.4.2. Specific Objectives

The specific objectives of the study are to:

- Examine how the Parent Teacher Student Association members play their role in enhancing effective leadership of primary Schools of the study area.
- Explore the extent to which the Parent Teacher Student Associations contribute in maintaining desirable behavior of students in the study area.
- Identify socio-economic factors which hinder leadership role of Parent Teacher Student Association in Primary Schools of the study area.
- Suggest mechanisms to improve leadership role of Parent Teacher Student Association in Primary Schools of West Hararghe Zone.

1.5. Significance of the Study

The study may have a great importance in providing the necessary data regarding the leadership roles of parent teacher association in primary schools. The study may benefit Parent Teacher student Associations of West Hararghe Zone by identifying how they are playing leadership role, parents, students, educators and other education stakeholders to understand most of the socio-economic factors and the mechanisms to reduce them so as to ensure provision of quality education.

Parents and students are the foremost beneficiaries. The parents may get the strategies how to help their students on education so that they can manage and follow up their children's performance. Students may get motivation when their parents take part in their education. Moreover, they may have full educational facilities, enough study time, conducive study place, and develop self- confidences.

Through this study, the school administration, educators and parents may understand mechanisms to improve leadership role of Parent Teacher Student Association in primary schools activities not only in West Hararghe Zone but also in other parts of the country where there are problems which hinder PTSA's so as to ensure provision of quality education to learners.

The research result may be helpful to primary school principals, Parent-Teacher Student Associations and parents to identify the problems of the school and work towards their solution. The study may suggest ways and means for the improvement of Parent-Teacher Student Associations' performance and its relation with the school on the management and development of the school's program.

Finally, the finding of this study may help other researchers who are interested to conduct their research on similar topic as a starting point by providing relevant information. It is hoped that the issues and ideas raised in this study would trigger some debates and discussions on an area of research which appears to be less researched and discussed among other researchers.

1.6. Delimitation of the Study

The study was delimited to the leadership role of PTSA in government Primary Schools of West Hararghe zone. It is aimed to investigate and identify the leadership roles of PTSA in government Primary Schools of West Hararghe zone and pitfalls of the leadership role of

PTSA. Therefore, in this study, not all aspects of leadership role of PTSA would be discussed, but specific areas of the leadership roles of PTSA were focused on. Out of many aspects to be considered in the leadership roles of PTSA, the variables addressed in this study were how the Parent Teacher Student Association members play their role in enhancing effective leadership of primary Schools of West Hararghe zone, the way Parent Teacher Student Associations contribute in maintaining desirable behavior of students, socio-economic factors which hinder leadership roles of Parent Teacher Student Association and mechanisms to improve leadership role of Parent Teacher Student Association in Primary Schools of West Hararghe Zone. Methodologically the study was delimited to mixed research design. Questionnaire, interview, focus group discussion and document review were used to gather data.

The sample schools and Woredas are selected on the basis of that: they are found in different geographical locations, and they serve as sub -zones or cluster schools. In addition, these schools are believed to be more suitable for the researcher to conduct the study on cluster schools and Woredas.

To accomplish this study accordingly, the researcher also limited the period of study from the beginning of October 2021 up to August, 2022. in terms of its time plan. All the statistical data used in this study were pertained to these months.

1.7. Limitations of the Study

It is obvious that research work cannot be free from any limitations. Hence, some limitations were also observed in this study. The major limitation in conducting this research was the COVID-19 pandemic which caused difficulty for data collection from the sample of the population, Focused Group Discussion (FGD), and interviews at the given time. But, by

keeping the World Health Organization (WHO) advice to protect Corona virus, all data were collected as much as possible as planned.

Another, apparent limitation was that most of the teachers and school leaders (principals, unit leaders, vice principals, department heads and supervisors) were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. However, the researcher was able to minimize some of these problems by openly discussions on the objective of the study. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them. Moreover, unavailability of well documented and organized evidence in the study area regarding the topic was also lacked. To minimize this, the researcher used all opportunity of searching in library and internet sources. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.8. Operational Definition of Key Terms

Leadership: The ability to influence the actions of others and to guide an organization to a desired state of being or functioning.

Parent Teacher Student Association: School managing committee composed of teachers, students and parents of pupil that works for the improvement of the schools and the benefit of the pupils.

Primary Schools: government sponsored schools where children aged 7-15 years or pupils from grade one to grade eight (1-8) attend within the school system.

Role: refers to function of the Parent Teacher Association.

West Hararghe Zone: It is one of the zonal administrative levels of Oromia Regional State includes woredas and administrative towns that are found in Eastern Oromia.

Woreda: The 3rd administrative structure next to the zonal administrative level in Oromia

Regional State.

1.9. Organization of the Study

The research is organized into five chapters. The first chapter constitutes the introduction which focuses mainly on the background of the study, statement of the problem, objectives of the study, the research questions, significance of the study, delimitation of the study, definition of significant terms and organization of the study. The second chapter is devoted to dealing with review of related literature's in which both theoretical and empirical issues were presented. Relationships between the variables and the conceptual framework are also presented in this chapter.

Chapter three describes the research methodology that includes a brief description of the research design adopted for the study, target population, sampling procedures or techniques, research instruments, data collection procedures, data analysis techniques and ethical issues. Moreover, it specifies the conceptual models adopted and the main variables considered. In chapter four the data gathered is statistically manipulated so as to make it palatable for objective judgment. The last chapter five summarizes the investigation upon bringing forth the findings obtained, the conclusion drawn and then the recommendations made. Finally, references and appendices are attached to the last part of the study report.

2. REVIEW OF RELATED LITERATURE

This section extensively reviews literature on the previous related studies relevant to the study topic. The chapter is concerned with the review of literature's on the study so as to have an insight in to the research topic and briefly expose the readers to some of the major areas of the subject matter under consideration. It discusses policies such as Primary Education Development Program in relation to parent participation in school leadership. This chapter also discusses socioeconomic factors which hinder leadership role of Parent Teacher Student Association in primary schools. Lastly it explains mechanisms to improve parental participation in education. The chapter is presented under the following subtopics:

2.1. Concepts and Definitions of PTSA

Different definitions define Parent Teacher Student Association (PTSA). PTSA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. It is a formal link of communication on school matters between the teachers and parents or organization which attempts to bring parents and teachers together in the interest of the child (Alongue, 2012:18). PTSA is the volunteer child advocacy organization in schools. It is a not-profit association of parents, educators, students and other citizens active in their schools and communities (Khajehpour.M & Ghazvini,D. Sayid, 2011). Based on the above idea, I can conclude PTSA is a strong advocate for public education,vital resource for families and a power voice for children and youth having a role of highest decision-making power in the school they are represnting.

In the context of Ethiopia PTSA is a committee that consists of eleven members who are 5 parents, 3 teachers, 2 students' representative in number and a principal. They are elected through parent-teacher assembly or conference (Eyasu, 2010:23).

Jenberu, (2011) defines PTSA is a grass roots organization that brings parents and teachers together so as to work towards improving the lives and education of students. Fullon and Waston, (2013) also described it as a voluntary organization whose membership consists of parents, teachers, principals and students of the individual school and school system in order to devolve legal authority to make policy decisions or to administer educational programs.

PTSA is the volunteer advocacy organization in schools. It is a not-for-profit association of parents, educators, students and other citizens active in their schools and communities (Gebre Michael, 2012:19). This means, PTSA is a strong advocate for public education, vital resource for families and a power voice for children and youth. From the above explanation I can conclude that the success and failure of school organization and success or failure of student result depend on strength and weakness of PTSA advocacy ability and commitment.

2.2. Functions and Responsibilities of PTSA

PTSA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the improvement of the school. The main role of the PTSA is to build a strong relationship among parents and teachers in support of students, and its role varies from one country to another, state to state and district to district. G/Michael (2012), defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task accomplishment. Similarly it is also a means of defining duties among group members. Parent Teacher Student Association (PTSA) is a powerful organization affiliated with many schools across the country. It plays an integral role in how schools function. As local and national organization of parent and teachers working together to improve the quality of education in a grass root level, promoting communication in a grass root level, involving parents in class room decision, promoting communication, events and

fund raisers and even lobbying state and national legislatures on behalf of their students is very important (Jenberu, 2011). Besides, advice school principal and teachers who failed to discharge their duties and responsibilities and refer them to the Kebele Education and Training Board (KETB) is also another one. From the above idea one can generalize PTSA is a bridge among parents, teachers, students and community as a whole in promoting communication, improve the quality of education, fund raising, decision making in the school academic and administrative issues.

According to the same reference, school PTSA possesses the following three functions and responsibilities. They are; Monitors how the programs of the school are properly implicated according to the schedule and provide the necessary support to the implementation of the decision together with the school management and KETB, pursued students not to mismanagement their education and seek solution along with parents to students who had already dropped out schools, and giving advice for students with disciplinary problem or punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation. In my opinion as mentioned in this paragraph, the three functions and responsibilities of PTSA are monitoring and supporting implementation of decision, pursued and return back drop out students to follow their education accordingly, and advice and take corrective measures on students with disciplinary problem.

PTSA members have to meet on a regular basis-be it monthly, bi-monthly, or quarterly-to discuss and bring fore that may go unnoticed for effective performance (Mitiku et. al., 2013).. The PTSA have also the responsibility to design the time and place of their meeting to suit the convenience of its members. Although notifying PTSA members about the purpose, time and place of meetings including the agendas of the meeting is the responsibilities of the

school principal. PTSA members have also the responsibilities to decide in advance the time and place of meetings (Mitiku et. al., 2013).

Besides, MoE (2010) stated that PTSA members are assumed to exercise their responsibilities by drawing plans and getting them approved. They prepare relevant plan of action and submit it to the principal for approval. The PTSA members follow up the tasks and give comments on the accomplishment of the school annual plan of action. They also plan and devise mechanisms to equip student with good ethical values. From the above idea the PTSA as representative of the community, who contribute, in the management of the school, has to conduct meetings in order to carry out its responsibilities.

2.3. Leadership Role of PTSA

Parent Teacher Students Association (PTSA) is a powerful organization affiliated with many schools across the country. It plays an integral role in how schools function. As local and national organization of parent and teachers working together to improve the quality of education in a grass root level, involving parents in class room decision, promoting communication in a grass root level. Involving parents in class room decision, promoting communication, events and fund raisers and even lobbying state and national legislatures on behalf of their students is very important (Mitiku et. al., 2013). In my view, the overall function of PTSA is to create conducive environment in their school in order to bring success in student result.

2.3.1. PTSA for Communication

Effective parent teacher student communication, parent teacher relationships are essential elements in a student's development. When the teachers want to know a lot about students it's good knowing their parents because parents are a child's first teacher, know a lot about their child. Consequently along with their teachers play the largest and most important roles

in their education. In other dimension, Alongue & Ekundayo (2012) agreed that the PTSA assists in improving the enrolment of the schools in their communities; help in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Therefore the roles of the PTSA must be strengthened in order to enhance better community participation in the schools. These contribute a lot for the academic achievement of the students at school.

Alongue & Ekundayo (2012) also agreed that the PTSA helps in sensitization and mobilization of parents on enrolment attendance and retention of their children or wards in schools. Communication is a cooperative enterprise requiring the mutual interchange of ideas and information and out of which understanding develops and action is taken. Communication can also be regarded as a tool for drawing people and their view point's closer together and thus facilitating the quality of the relationship they enjoy. From the above explanation I can suggest the primarily roles of the PTSA is to promote effective school-community relation is to build strong relationship among teachers, staff, students and the community at large.

2.3.2. PTA for Academic Events

Parent-teachers Students Association (PTSA) plays an integral role in how schools function for academic events. Competition in Mathematics, Science, History, Language, and performing arts all help increase learning and proficiency. PTSA organize, promote and host such event, PTSA also organize students and serves as chaperones for academic competition. It also involved in helping to choose the direct academic curriculum and textbooks. Here, parents input are essential in such decisions and the PTSA serves as the liaison between parents and the administration Oniyangi in Alongue & Ekundayo (2012). In my opinion PTSA should promote and encourage such events like competition of question and answer

among students in different subjects in regular interval due to it create a sense of competition among learners.

This is the chief concern of the school board and has three areas of major responsibilities. These are, school board should know the characteristics of a good educational program know what is going on in the local schools and the best school systems in other part of the country and constantly evaluate and improve the work of the schools (National Congress of Parent and Teachers, 2010). To enhance school-community relation, the number of PTSA should organize forum with students to study the school problem, organizing program for parent visit to classroom and school, educating parents and community on children's behavior and learning, and form various advisory committee to study the school problems.

2.3.3. PTSA for Procedures

For different school organization and coordination of complex works, PTSA assist develop procedures and protocols together with teachers and parents. When children being given to school and taken up from school, protocols and procedures manage how teachers, parents and students are doing it. To get comfortable and free place from danger for children to get out from and get in to the school compound, teachers and parents work together in the PTSA Oniyangi in Alongue & Ekundayo (2012). Based on the above idea, PTSA help develop procedures and protocols together with teachers and parents how to get comfortable and free place from danger for children when get into the compound and get out from the school.

2.4. Contribution of PTSA in Promoting School-Community Relation

PTSA is a powerful association affiliated with many schools that are found across both developing and developed countries. It is a huge and very influential nation with state and local affiliates throughout the country and promotes different roles in school communities.

Some roles of the PTSA, especially in developing countries, include: Assisting in the maintenance and repair of school infrastructure, providing accommodation and text books to teachers and students, paying regular visits to the schools to monitor children and teachers' performance, assisting teachers to maintain discipline by reporting lateness truancy to school Authorities, Cooperating with other organizations, stakeholders and communities to provide quality education to children (Chiman, 2012).

Developing countries are mostly in problems in different issues. These countries' education system also faces different obstacles. Government influence on educational policies and curriculum can be an example. The same thing is true PTSA in developing countries has disputes in its roles.

Duhou, (2013) wrote that in many educational systems in developing countries there are tensions and conflicts in the roles of PTSA. Ramani and Zhimin (2010) point out that role conflict involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in social systems.

The historical development of PTSA in both the developed and developing countries is partly linked to school board of governors' failures and partly due to the need for extra financial support from the local community for school development (Chowa. G, Masa. R & Tucker. J. 2013). In many developing countries PTSA look for funds, different events, meeting in representing students. Fitrah, A. (2012), wrote that the PTSAs forum therefore affords parents and teachers an opportunity to socialize and raise funds. In addition, PTSA is responsible for controlling and supplying of materials and controlling funds in developing countries too.

In Punjab province, Pakistan in public schools, Parent Teachers Students Association (PTSA) is responsible for the management and provision of learning and teaching materials (Iqbal & Tatlal, (2011). Besides undertaking management roles, it also plays a significant role in

monitoring funds. The aim is to enhance participation of parents in the leadership and management of public educational affairs. For parents and teachers, in Nigeria, law in some states making it compulsory; while in other states it is voluntary backs PTSA. Whichever way, parents mandatorily pay levies agreed by the association for their wards attendance in that particular school (Igwe, in Chiman, S. Ugulashi, 2012).

Based on this practice, Chima, S. Ugulashi,(2012) noted that in public schools it is not well practiced and needs to be discouraged especially where PTSA arrogates themselves powers meant for Board of Governors, usually appointed by the ministry of education to facilitate school governance.

This assertion obviously portrays what is tenable in contemporary struggling societies where education is corruptly managed under the disguise of dwindling economy (Chima, S. Ugulashi, 2012). This postulation provided impeccable background for condemnation of PTSA being an important avenue for school financing. In some developing countries PTSA is running in different directions like creating projects, workshops and sustainability awareness in many ways. On the role of PTSA in sustaining Information Communication Technology (ICT) is important to learn from best practices. Economic, human and social sustainability are also very essential. Economic sustainability included regular sustainable contribution made by parents.

Human sustainability involved organizing and promoting training workshop for teachers, students, parents and other community members. Social sustainability, on the other hand, includes involving the entire community from the beginning to the end in all activities of the school (Chima, S. Ugulashi, 2012).

Generally, the roles of the Parent Teacher Students Association (PTSA) at primary schools in developing countries still have some obstacles facing each year. These include problem of

working between the schools and the parents, financial problems, less responsible staff, insufficient supervision of schools among others. Therefore, different authors concurred that in the provision of qualitative education at the secondary school level; a question of ‘How the roles of the PTSA can be strengthened’ is raised.

2.5. Strategies of Strengthening the Role of PTSA

The following are some of the ways through which the roles of the PTSA can be strengthened towards better service delivery in the schools:

2.5.1. Involving PTSA in Education Financing

According to Ekundayo & Alongue (2012:18) in order to enhance parents’ participation in educational financing in secondary schools, members of the PTSA should be made members of boards and committees that related to rising and spending of funds in the schools. For the same authors, there are several levies which are collected in the schools (such as PTSA levy, lesson fee, among other) in which members of the PTSA can be part of the spending team. The need for probity and efficient utilization of the schools’ resources will make parents be willing to give more financial assistance to schools.

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2.5.2. Strengthening the involvement of PTSA in school administration

PTSA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. The main role of the PTSA is to build a strong relationship among parents and teachers in support of students and its role varies from one country to another, state to state and district to district (Jenberu Erco, 2011). Opportunities should be given to members of the PTSA to take part in decision making about school programmers. This may include being a school board member, participation on parent's advisory committee. Areas in which parents may make programmed decisions include goal setting, development and implementation of programmed activities and fund allocations.

2.5.3. Involving Parents in Organized School Events

In order to create a better mutual understanding and closer links between the school and the community, members of the community as well as members of the PTSA should be involved in organized school events such as sports and other school activities. Fitrah, A. (2012) submitted that the school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts can be taught in schools but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones. Alongue & Ekundayo, (2012:18) supported the idea that school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts can be taught in schools but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones.

2.5.4. Giving direct labour for execution of projects

Members of the community as well as members of the PTSA who are experts in one profession or the other (such as bricklayers, carpenters, plumbers, electricians, among others) should be encouraged to take up contracts in the building of schools when these are to be done. Akintelure (2007, cited in Alonge & Ekundayo, 2012) suggested that if the constructions of physical facilities in school are awarded to members of the PTSA instead of contractors, parents would be willing to make additional sacrifice in the development of the schools.

From the above explanation I can suggest the leadership roles of PTSA can be enhanced through involving PTSA in Education Financing, strengthening the involvement of PTSA in school administration, involving parents in organized school events and giving direct labour for execution of projects

2.6. Challenges that hinder the PTSA Contributions

The effective administration of primary schools could be hampered where the PTSA is not performing its roles as expected. A careful examination of the primary school system suggests that there are some challenges that hinder the effective and smooth relationship between the association and the schools (Alongue & Ekundayo, 2012). Some of these are examined as follows:

2.6.1. Inadequate funding

Inadequate funding is a major problem facing the educational institutions from the primary level to the university level. Aghenta in Alongue & Ekundayo (2012) remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs (Adepoju, in Alongue & Ekundayo, 2012).

The author further argued that with little supply of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish. It is believed that money generated through this medium would help complement governments' effort in the provision of fund for secondary schools.

2.6.2. Inadequate facilities

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

In my assumption school cannot achieve its pre-determined goals without provision of sufficient physical and instructional facilities.

2.6.3. Lack of cooperation between the school authority and the parents

It has been observed that some school principals do not involve the parents in administration of the schools for the fear of being criticized. Fehrman, Keith and Reiners in Alongue & Ekundayo (2012) argued that most parents would like to play a more active role in their students' progress in schools and decision making about school programmes but school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance.

As stated in the above paragraph, school principals are not happy to involve parents in the school administration for fear of being criticized. Such attitudes can hurt parents to become partners in governance.

2.6.4. Poor Supervision of Schools

According to Abiodun-Oyebanji in Alongue & Ekundayo (2012) schools are not well supervised by the agents involved. Ayaodele in Alongue & Ekundayo (2012) categorized the supervisors of schools into:

(I). **Internal Supervisors**- the within-the school supervisors such as principals, vice-principals and heads of departments;

(II). **External Supervisors**- the outside-the school supervisors in which the PTSA is part. The primary responsibility of the supervisors is to see that schools are run in accordance with the laid down regulations. The negligence of this area of responsibility seems to hinder effective teaching-learning activities in the secondary schools.

In my opinion, inadequate funding, inadequate facilities, lack of cooperation between the school authority and the parents and poor supervision of schools were the major challenges that influence the contribution of Parents Teachers Students Association.

2.7. Strategies to Strengthen the Roles of PTSA

The following are the ways through which the roles of the PTSA can be strengthened towards better service delivery in the schools:

2.7.1. Providing training to PTSA members

Since school PTSA members are representing the community they need to build their capacity, therefore PTSA has to be providing training to school parents in relation to budgeting, planning implementation, and monitoring and evaluation this helps the PTSA effectively function in the management of schools.

2.7.2. Involvement of PTSA in school improvement

Members of the Parent Teacher Association take part in decision making about the schools educational plan and assisting programmed activities. This may include being a school board

member, participation on parent's advisory committee. According to Cotton and Wikelund (2005) many advantages are accrued for the school system and for parents themselves when parents become involved in the school activities.

2.7.3. Creating conducive environment

The creation of good atmosphere on the management of schools is vital for the effective involvement of PTSA. According to Zenebe (2006) strategies such as creating an enabling environment dealing with influence groups building trust and confidence within the community and forming a team for goal setting and engagements are some of the major ones.

From the above discussion, principals have to motivate and respect community representatives in the management of schools, schools should be flexible and democrat to deal with PTA. This can help the PTA to have say and develop a feeling of ownership in the school management system.

2.7.4. Providing training to school principals

The numbers of solutions that can be used to improve PTSA participation are substantial. The most important of these, however, is for the principal the school to be totally committed. Principals are key contributors to helping parents and other educators understand each other (World Bank, 2008). School principal can play a vital role in improving the involvement of community in preparatory schools. Therefore, to do participative management, leaders need to have adequate training (UNESCO, 2017).

As mentioned above most leaders are working in leadership position without training of leadership. To apply participative management and improve the involvement of community in schools, leaders need to have adequate training

3. RESEARCH DESIGN AND METHODOLOGY

This chapter explains the research design and methodology. Here, description of study area, research design, selection of methods of the study, data source, sampling technique and sample size, instruments of data collection, methods of data analysis, validity and reliability and ethical consideration have been explained.

3.1. Description of the Study Area

West Hararghe Zone is one of the 18 Zones of Oromia Regional State which is subdivided into 15woredas and 2 administrative towns. It is bordered by East Shewa and Arsi Zone in the West, Bale Zone in the South, East Hararghe Zone in the East, Somali regional State in the North and Afar Regional State in the Northwest.

The 2007 national census reported a total population of West Hararghe Zone 2,234,078 out of which 1,089,277 are female and 1,144,801 are male. The livelihood of 85% of the population depends on agriculture while 15% is based on various income generating activities such as petty trading, off-farm activities, daily labor and sale of charcoal.

The Zone is known for its high production potential of crops and vegetables. Crop production takes the lion's share of consumption and income generation of the household. Cereals crops widely produced in West Hararghe Zone include teff, sorghum, wheat, barley and maize. Additionally, pulse crops like Chickpea, haricot bean and faba beans are the major crops grown in the area. Avocado, Coffee, and Chat are grown as cash crops. Moreover, vegetables and root crops produced in the area include onions, potato, tomato, pepper, cabbage and sweet potato.

The road infrastructure in the area is generally poor. Paved roads are few and concentrated around rural townships. During rainy periods-which, coincide with the most active period in the agricultural calendar-most of these roads and paths are scarcely passable. Transportation of goods in the area is by head loading, donkeys and horse drawn carts and motor bicycles.

Nowadays, one TTC college and one University, 63 secondary as well as 938 government and 28 private primary schools are found in the zone. Many students travel long distances to search for pasture and water for livestock or migrate to other towns to pursue work as daily laborer which affects their school attendance.

3.1. Research Design

Research design is a plan for action that links philosophical assumptions to specific methods (Creswell, 2007). According to Creswell, J. W a research design is Qualitative, Quantitative and Mixed. The study aims at assessing the leadership role of Parent Teacher Student Association in primary schools of West Hararghe Zone. To achieve this objective a mixed research design with both qualitative and quantitative research were used. In order to investigate leadership roles of parents teachers students association in primary schools, the researcher employed explanatory sequential mixed research design (Nataliya, 2007).

3.2. Data sources

The researcher used two sources of data which are primary and secondary for this study.

3.2.1. Primary Sources

Primary data were gathered from the members of Parent-Teacher Student Associations (PTSA), Kebele Education Training Board (KETB), Woreda Education Office Heads, Cluster Resource Center (CRC) supervisors, primary school principals and teachers. The selection of these bodies as a source of data is purposeful. This is because that these bodies are assumed to have better information and experience regarding the magnitude and roles of Parent-Teacher Student Associations' participation in management of primary schools in West Hararghe Zone.

3.2.2. Secondary Sources

The secondary sources used in this study are relevant documents such as education policy document, PTSA plans, reports, minutes, guidelines and achievement records and SIP strategic and annual plan were used for the purpose of the study. To get in-depth information about the role of PTSA to promote school-community relation, achievements that have been made by PTSA participation, problems of PTSA participation and possible strategies of strengthen PTSA participation.

3.3. Population, Sample and Sampling Techniques

There are about 938 government primary schools found in 15 Woredas and two administrative cities in West Hararghe Zone. The populations of the study were 255 primary school teachers, 7 principals, 7 CRC supervisors, 49 PTSA members, 21 KETB members and 7 woreda education office heads in West Hararghe Zone.

3.3.1. Sample Size and Sampling Techniques

Since it is difficult to cover all areas of the study and manage it properly, 7 (46%) woredas namely, Tullo, Shenen Dugo, Gemechis, Chiro, Oda Bultum, Miesso and Habro were selected from 15 woredas and two administrative cities in West Hararghe Zone by simple random sampling technique. Each woreda consists of at least more than 50 primary schools (Grade 1-8).

The researcher took one school from each selected woreda and administrative town and totally seven schools were selected. Accordingly, Elemo Kiltu, Galalcha, Kunie, Baker Ware, Badessa, Miesso and Wachu primary schools were selected and included in this study by using purposive sampling technique. The sample schools and Woredas were selected on the basis of that: they are found in different geographical locations, and they serve as sub -zones

or cluster schools. In addition, these schools are believed to be more suitable for the researcher to conduct the study on cluster schools and Woredas.

Regarding the sample size of the respondents all the 49 (100%) PTSA members, 7 principals (100%), and 7 CRC supervisors of primary schools were selected using availability sampling technique. The assumption behind that is the entire population is sufficiently small in number and helps the researcher to gain adequate and necessary information due to their direct participation in the primary school leadership.

Concerning teachers respondents they were stratified based on their work experience, sex and field of the study. Accordingly, 67 (26.3%) teachers were selected randomly from each stratum. Furthermore, Purposive sampling was used to select 21 (33.3%) KETB members and 7 Woreda Education Office heads. The researcher believes that these are representative, manageable and sufficient to secure the validity of the data. Therefore, the total sample size of the study is 158 respondents. For detail information on the list of the respondents included in this study see table 1 below.

Table 1: Summary of Population, Sample Size and Sampling Techniques

No	Name of Schools	Woreda	School Principals			Teachers			PTA Members			KETB members			CRC Supervisors			Woreda Education Office Heads		
			Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%
1	Elemo Kiltu	Tullo	1	1	100	58	15	25.9	7	7	100	9	3	33.3	1	1	100	1	1	100
2	Galalcha	Shenen Dugo	1	1	100	46	12	26	7	7	100	9	3	33.3	1	1	100	1	1	100
3	Kunie	Gemechis	1	1	100	30	8	26.7	7	7	100	9	3	33.	1	1	100	1	1	100
4	Baker Ware	Chiro	1	1	100	34	9	26.5	7	7	100	9	3	33.3	1	1	100	1	1	100
5	Badesa No.1	Badesa town	1	1	100	26	7	26.9	7	7	100	9	3	33.3	1	1	100	1	1	100
6	Miesso No.1	Miesso	1	1	100	30	8	26.7	7	7	100	9	3	33.	1	1	100	1	1	100
7	Wachu	Habro	1	1	100	31	8	28.8	7	7	100	9	3	33.3	1	1	100	1	1	100
	Total		7	7	100	255	67	26.3	49	49	100	63	21	33.3	7	7	100	7	7	100
Sampling Techniques			Availability Sampling			Stratified Random Sampling			Availability Sampling			Purposive Sampling			Availability Sampling			Purposive Sampling		

3.4. Data Collection Instruments

Four data gathering tools namely: Questionnaire, interview, focus group discussion and document review were employed in order to gather the necessary data for the study. The way such instruments to be developed and scored is explained here under.

3.4.1. Questionnaires

In this study, both open ended and closed ended questions as the methods of data collection were administered to collect both quantitative and qualitative data for the study. The use of open ended questions give respondents a greater freedom to answer the questions because they answer in a way that suits their interpretation while close ended questions limit the number of possible answers to be given (Omari, 2011).

The questionnaires were constructed by the researcher to assess the required information from teachers and principals on the basis of theoretical ground about the leadership role of Parent Teacher Student Association in primary schools of West Hararghe Zone and measures being taken to alleviate the problem.

Questionnaires were distributed to 67 teachers, 49 PTAs and 21 KETB members from 7 sample primary schools. The questionnaire were used to get adequate information from large number of respondents within short period of time and all research questions were answered through it. The same kinds of questionnaire were organized into two sets: one set for teachers and the second set for principals. Both sets of questionnaires have three parts. Part one: Personal information of the participants; part two: close-ended questions with the five rating scales and part three include the open ended questions. The type of questionnaires were close ended with five rating scales to get quick responses and also open ended not to restrict the respondents' feelings or opinions if any. The development of the questionnaires was commented by the advisor and language teachers for its relevance, completeness and clarity. Before being used for the actual purpose, the questionnaires will be validated on two primary schools which are out of the sample schools and were checked for its appropriateness and certain changes were made.

Accordingly, after the advisor's review the instruments, the designed questionnaires were tested out at Hachalu Hundessa and Oda primary schools in Tulo Woreda which are not included in the sample. The test was conducted with 20 teachers, 2 principals, 1 supervisor, 14 PTSA members and 1 woreda education office head. All respondents were selected by using purposive sampling technique.

Based on the pilot test, the reliability and validity of the instruments were calculated by using SPSS for all teachers, principals, supervisors, PTSA and Woreda educational office head. Structured questionnaires were distributed to gather and required information about the leadership role of Parent Teacher Student Association in primary schools of West Hararghe Zone. The close ended questions responses from participants used rating scale method ranging from strongly agree to strongly disagree (5 = strongly agree, 4 = agree, 3 = undecided 2 = disagree and 5= strongly disagree). There were open ended items to collect the qualitative data as well. Open ended questionnaires were used because it is suitable to give a free response in a continuous text. It is also more appropriate to elicit sensitive information.

3.4.2. Interview Guide

In order to triangulate the data obtained through questionnaire, a semi-structured interview was conducted with the CRC supervisors, PTSA and woreda education office head. Several issues were targeted in these groups; the socioeconomic status of families, the role played by teachers on parental participation and mechanisms to improve parental participation in overall leadership activities of primary schools. Moreover, open ended questions were prepared to probe the school leaders on factors hindering parental participation.

The researcher used the interview to get in-depth response, more different ideas and opinion about the study which is impossible to obtain through the questionnaire. All the questions were developed in English and then translated into Afan Oromo in order to eliminate any ambiguity. The interviews have taken twenty to thirty minutes for each of them. The researcher used mobile to record the information provided by the PTSA members and woreda education office heads and was also used notebook.

3.4.3. Focus Group Discussion

Focus group discussions were held with the students' parents. The principals and KETB members were also invited for a focus group discussion at each sample schools. At least seven focus group discussions were conducted in the respective school compound. An approximate number of stakeholder who participate in focus group discussion were 49 PTSA members, seven (7) school principals and seven (21) KETB memmbers selected from each sample school. In each school a group members were 1 principal, 7 PTSA members and 3 KETB members. The researcher showed the clearance letter to participants so as to allow him to conduct research. The researcher was also asked permission to record the discussion and promise to maintain confidentiality of the volunteered information and observing anonymity of the respondents.

The major issues covered in this instrument were: factors hindering the PTSA's participation in playing its leadership role in the study area and mechanisms to improve parents' participation in proper leadership of primary schools.

3.4.4. Document Review

Document review was one of the data collection tools that was used to validate or identify the consistency of questionnaires' responses with the respondents included in the study. It focused on records and minutes so that the researcher reviewed documents such as minutes of teacher-

parent meetings, report on volunteering, contributions, school board report on parents' participation and circulars on parental participation in education activities. The reviews of the documents have made the researcher understand clearly the problem and analyze the data clearly. According to *Abiy et al.*, (2009) document review can give an expert understanding of the available data and also it is cheap.

In addition to questionnaires and interviews, the researcher analyzed documents to validate information gathered by questionnaires and interviews. Documents such as: PTSA minutes, PTSA plans, school reports, school discipline problems and educational wastage (dropout, absentee students' data) and guide lines at different levels from 2019-2021 academic years were reviewed to get relevant and crucial evidences from different sources.

3.5. Method of Data Analysis

In this study data analysis were done throughout the data collection phase. The data collected through interviews, focus group discussion and documents were first read to get the whole picture. Then, they were filtered to get patterns of significant themes (thematic approach). After the identification of themes, the data were grouped in categories targeting the research questions and objectives. Analysis continued by presenting respondents' descriptions and quotations under themes and with the support from the documents review the findings were presented by narration. For instance, all data related to cultural values and norms, economic status of the family, educational background of the family were placed under the category of socioeconomic factors which hinder the leadership roles PTSA in their children's education. Third step is to read the common patterns in each category, and decided which to take and which to leave.

In order to achieve the objectives, data obtained from the two sets of questionnaires were organized, tabulated and described quantitatively using frequency and percentage and mean value with the help of SPSS program software. For open ended questionnaires and interview the data were organized logically and narrated accordingly. Therefore, both quantitative and qualitative data were used and analyzed accordingly and systematically. All the data that are gathered by employing questionnaire, interview and document review were analyzed using both quantitative and qualitative techniques after coding, sorting and organizing the information that are to be gathered.

To narrate the data collected through open-ended questionnaire, interview and document review, qualitative analysis method was employed in relation to the first and second research questions. Then statistical analysis was done through calculating percentage points of each frequency and the mean value of each item. Then analysis and interpretation were made in relation to the third and fourth research questions of the study, and then the findings of the study were compiled.

Then the researcher used the statistical package for social sciences (SPSS) version 22 in the data analysis. The results of data analysis were presented by use of frequency distribution tables and percentages. Prior to data analysis, the questionnaires were checked for completeness; entries were checked for consistency and coding was done into SPSS. Finally conclusions and recommendations were presented. All categories of data were guided by the research questions.

3.6. Reliability and Validity of Data

To ensure validity of instruments, the instruments were developed and also a pilot was carried out at Hachalu Hundessa and Oda primary schools in Tulo Woreda which are not included in the sample to pre-test the instrument. The pre-test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence.

After the dispatched questionnaires are returned, necessary modification and complete removal and replacement of unclear questions were made. Additionally, the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. The reliability of questionnaire was checked by Cronbach's alpha test. The result obtained was 0.84 and the researcher found the result acceptable and continued the study.

Pilot test of the questionnaire was made on Hachalu Hundessa and Oda primary schools which are out of sampled primary schools. The pilot test was conducted on 38 respondents of which 20 teachers, 2 principals, 1 supervisor, 14 PTSA members and 1 woreda education office head. Before distributing the questionnaire to the respondents of the major study, the validity and reliability of the instrument was checked by distributing among respondents of different position. Based on their valuable comments and suggestions, necessary adjustment was made as far as the clarity of language, ideas and contents of study concerned. Finally, the questionnaire

was distributed to the respondents. As Gliner and Morgan (2000) stated, if item on a test has multiple choices, such as a rating scale, and then Cronbach's alpha is the method of choice to determine the reliability statistics. Cronbach's alpha was computed about the leadership role of parent teacher student association in primary schools of west Hararghe Zone was tested for statistical significance at $\alpha = 0.05$ level and 0.84 reliability coefficient was obtained.

Reliability Test

	Items				
	Part I	Part II	Part III	Part V	total
Number of items	12	9	12	6	39
α -value	0.89	0.85	0.84	0.78	0.84

Cronbach's alpha ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: > 0.9 - Excellent, > 0.8 - Good, > 0.7 - Acceptable, > 0.6 - Questionable, > 0.5 - Poor and < 0.5 - Unacceptable. It is noted that an alpha of (0.84) is reasonable good to use the question for the research.

3.7. Ethical Considerations

Efforts were made to make the research process professional and ethical. To this end, based on the official letter written to the concerned from the Department of Educational Planning and Management of Haramaya University to inform the issue, the researcher asked permission for the successful accomplishment of the study. The purpose of the study was explained to the participants and the researcher asked their consent to answer questions in the questionnaires or interview guide. He was also informed the participants that the information they provided only used for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous. Furthermore, all reference materials used for this research were duly acknowledged.

4. RESULTS AND DISCUSSION

4.1. Characteristics of Respondents

Table: 2. Sex, Age, Educational Level distribution of Respondents

No	Variables	PTSA 49		Teachers 67		KETB 21		Total 137		
		f	%	f	%	f	%	f	%	
1.	Sex	Male	36	73.5	51	76.1	15	71.4	102	74.5
		Female	13	26.5	16	23.9	6	28.6	35	25.5
		Total	49	100	67	100	21	100	137	100
2.	Age in years	< 20	-	-	-	-	-	-	-	-
		21-25	-	-	-	-	-	-	-	-
		26-30	1	2.0	2	3.0	-	-	3	2.2
		31-35	2	4.1	18	26.9	7	33.3	27	19.7
		36-40	7	14.3	34	50.7	14	66.7	55	40.1
		41-45	29	59.2	10	14.9	-	-	39	28.5
		>46	10	20.4	3	4.5	-	-	13	9.5
		Total	49	100	67	100	21	100	137	100
3.	Qualification	MA/MSc	-	-	-	-	-	-	-	-
		BA/BSc/B Ed	10	20.4	29	43.3	5	23.8	44	32.1
		Diploma	15	30.6	35	52.2	7	33.3	57	41.6
		Certificate	-	-	3	4.5	-	-	3	2.2
		Below certificate	24	49.0	-	-	9	42.9	33	24.1
		Total	49	100	67	100	21	100	137	100

Note: 'f' represents frequency

As it can be seen from table 2 item 1, 36 (73.5 %) PTSA, 51(76.1%) teachers and 15 (71.4%) KETB members were males. It was only 13 (26.5%), 16 (23.9%) teachers and 6 (28.6%) PTSA, teachers, and KETB members who were females respectively. In sum, 102 (74.5%) respondents were males whereas 35(25.5%) respondents were female.

The above information reveals that women's involvement in the managerial works of school particularly in the PTSA, teachers, and KETB is very low when compared to their male counter

parts. This implies that school principals, Woreda Education Office, Office of Women's affairs and even the government need to work much harder in order to enhance women's involvement in such managerial positions.

According to table 2 items 2 regarding the respondents' age, 50.7% teachers and 66.7% KETB respondents were found in the age of 36-40 respectively. In addition, 59.2% PTSA were found in the age of 41-45 years. From table 2 we observe that the majority of PTSA, teachers and KETB members were found in the age of thirties and forties. This indicates that the members were found in the fruitful or productive age.

As we observe in table 2 item3, 49.0% PTSA members were below certificate, 30.6 % PTSA, 52.2% teachers and 33.3% KETB were diploma holder but 43.3% teachers were degree holder and 42.9% KETB members were below certificate educational background. On the other hand, 20.4% PTSA, 43.3% teachers and 23.8% KETB members' were degree holder. This shows that the majority of PTSA and KETB members had low educational level/ below certificate/. This could be one factor that may hinder the PTSA and KETB members so as to not foster active participation in the management of schools.

4.2. The way PTSA members play their role in enhancing effective leadership of primary Schools

In review literature parts of this study it was explained PTAs play their leadership role in different ways. For detail table 3 discussed here under.

Table 3: PTSA members play their role in enhancing effective leadership of primary Schools

No	Items	Respond	Respondents value				mean
			Yes		No		
			f	%	f	%	
1	PTSA take part in planning overall school activities with teachers and staffs	PTSA	17	34.7	32	65.3	1.65
		Teachers	24	35.8	43	54.2	1.64
		KETB	5	23.8	16	76.2	1.76
		total	46	33.6	91	66.4	1.66
2	Enhance better community participation in the schools	PTSA	26	53.1	23	46.9	1.47
		Teachers	45	61.2	22	32.8	1.33
		KETB	14	66.7	7	33.3	1.33
		total	83	60.6	54	39.4	1.38
3	Develops effective parent teacher communication	PTSA	28	57.1	21	42.9	1.43
		Teachers	33	49.3	34	50.7	1.51
		KETB	12	57.1	9	42.9	1.43
		total	73	53.3	64	46.7	1.47
4	Build strong relationship among teachers, staff, students and the community at large	PTSA	20	40.8	29	59.1	1.59
		Teachers	25	37.3	42	62.7	1.63
		KETB	8	11.9	13	61.9	1.62
		total	53	38.7	84	61.3	1.61
5	Monitors how the programs of the school are properly implemented according to the schedule	PTSA	27	55.1	22	44.9	1.45
		Teachers	35	52.2	32	47.8	1.48
		KETB	17	81.0	4	19.0	1.19
		total	79	57.7	58	42.3	1.42
6	Provide the necessary support to the implementation of the decision together with the school management	PTSA	23	46.9	26	53.1	1.53
		Teachers	23	34.3	44	65.7	1.66
		KETB	3	14.3	18	85.7	1.86
		total	48	35.0	89	65.0	1.64

As indicated in the above table, item 1, 32 (65.3%) PTSA members, 43 (54.2%) teachers and 16 (76.2%) KETB, totally 91 (66.4%) respondents were clearly stated that PTSA did not take part in planning overall school activities with teachers and staffs, whereas 17 (34.7%) PTSA, 24 (35.8%) teachers, and 5 (23.8%) students, totally 46 (33.6%) respondents replied PTSA took part in planning overall school activities with teachers and staffs. On the contrary, majority 66.4% assured PTSA did not participate in planning all activities of the school. From this, we can conclude that most of the respondents have ample information as PTSA did not participate in planning overall school activities with teachers and staff of their school.

Moreover mean analysis was employed PTSA mean=1.65, teachers mean=1.64, and KETB mean=1.76 showed there is no significant difference among the response of the groups. The mean value of the three groups fall on no option to the given item indicated PTSA did not

participate in planning all activities of the school. This implied PTSA's participate in planning only a few activities of the school.

In addition interview held with CRC supervisors and WEO head of Tulo woreda revealed that in primary schools,

PTSA members took part in planning school purchase, income generation approval, fulfill basic facility to teaching learning like chalk, desk, table and others required to run teaching learning. More off PTSA participate in ideally took part in planning the mentioned issues. But, others plan that required expertise knowledge of teaching staff and non-teaching staff were planned by responsible staff. PTSA does not take part in planning each and every routine activities of the school. Rather they follow up the presence of weakness encountered the school.

In item 2 of the same table, respondents were asked to reply on PTSA members play their role through enhancing better community participation in the schools. To this item, 53.1%, 61.2%, and 66.7% PTSA, teachers and KETB respectively confirmed positive response. On the contrary, 46.9%, 32.8% and 33.3% PTSA, teachers and KETB respectively gave negative response. Majority 60.6% respondents agreed PTSA members play their role through enhancing better community participation in the schools.

In addition the mean analysis result PTSA mean=1.47, teachers mean=1.33, and KETB mean=1.33 showed there is no significant difference among groups in replying the item. The mean value of the three groups fall on yes option to the item. The response of the groups implied PTA members played their role through enhancing better community participation in the schools.

In focus group discussion session of principals and parents a parent from Elemo Kiltu primary school reflect the idea of their group,

In our school PTSA members play their role to enhance effective leadership in resource mobilization, material mobilization, labor utilization and sharing positive idea. If the school lacks the classroom PTSA mobilize the community to discuss on the issue and search solution. The same is true to solve scarcity of materials that is located in the community. Within days PTSA organize and enforce the parents to deliver the materials in the school.

Item 3 of table 3, asked respondents to give their response on the notion PTSA members' play their role by developing effective parent teacher communication. As a result, 57.1% PTSA, 49.3% teachers and 57.1% KETB answered yes to the item whereas 42.9% PTSA, 50.7% teachers, and 42.9% KETB negatively replied to the item. Majority PTAs and KETB replied positive response but majority teachers give negative response on PTSA members' play their role by developing effective parent teacher communication. Totally, 53.3% respondents agreed on PTA members' play their role by developing effective parent teacher communication.

Moreover, the mean analysis result PTSA mean=1.43, teachers mean=1.51, and KETB mean=1.43 showed there is a significant mean difference among groups in replying the item. Teachers replied differently from the two groups yes option. So, the total mean =1.47 also falls on No option to the given item. Hence, the obtained response implied that PTSA members' do not play their role by developing effective parent teacher communication. From the obtained response it was fair to conclude PTSA members' lack effective parent teacher communication to closely working with parents and all teachers.

Participants of focus group discussion in Beker Ware school of Chiro town said,

PTSA members in our school are not closely working by creating good and smooth communication with parents and all teachers. To be acceptable by the community or other parents PTSA do not showed parental approach to the parents represented. Parent teacher communication will be well grounded by members. Before the challenges emerged the communication will be strengthened by PTSA members. As soon as challenges faced the already developed parent teacher communication will serve as a base to solve the issue. Our school PTSA Members showed a gap in closely working with parents and all teachers.

Item 4 in table 3 inquired respondents to show their stand on PTSA members' play their role by building strong relationship among teachers, staff, students and the community at large. Hence, 59.1% PTSAs, 62.7% teachers, and 61.9% KETB members replied negatively to the item. 61.3% total respondents witnessed PTSA members do not build strong relationship among teachers, staff, students and the community at large to play their role. Based on their response,

PTSA members' do not play their role by building strong relationship among teachers, staff, students and the community at large.

The mean analysis result PTSAs mean=1.59, teachers mean=1.63, and KETB mean=1.62 all fall on No option to the notion PTSAs members' play their role by building strong relationship among teachers, staff, students and the community at large. There is no significant mean difference among three groups of respondents. The groups response fall on No option to the item. One can conclude PTSA members' build weak relationship among teachers, staff, students and the community at large and this hinders to play their roles. On the contrary, the main role of the PTSA is to build a strong relationship among parents and teachers in support of students (Jenberu Erco, 2011).

One participants of focus group discussion in Beker Ware primary school in Chiro town reported,

PTSAs do not develop the trend of building strong relationship among all teachers, staffs, students and the whole community. The members have good approach and positive outlook to whom well known and familiar to them. To do a job they used their relatives, peers and neighbor to mobilize communities. The community need to assign committed PTSA members those can create strong relationship among teachers, staff, students and the community at large.

Document review was conducted by the researcher in Beker Ware primary school. As a result data obtained from records of school PTSAs and parents meeting showed that within three years 2019-2021 the researcher counted only 3 days meeting minutes in the office. This indicated that the school PTSA members are not strong enough in building strong relationship among all teachers, staffs, students and the whole community.

Item 5 in table 3 asked respondents if PTSAs play their role by monitoring how the programs of the school are properly implemented according to the schedule. To this item, 55.1%, 52.2%, 81.0% PTSAs, teachers and KETB respectively answered 'Yes' to the item. On the contrary, 44.9%, 47.8%, 19.0% PTSAs, teachers and KETB members consecutively confirmed 'No' to the item. Majority 57.7% respondents agreed on PTSAs monitors how the programs of the school are properly implemented according to the schedule.

Moreover, the mean analysis was employed and PTSAs mean =1.45, teachers mean =1.48, and KETB mean= 1.19 found. There is no significance mean difference among groups of respondents. The mean of the three groups fall on Yes option to the item. Based on the above discussion it was safe to conclude PTSAs play their role by monitoring how the programs of the school are properly implemented according to the schedule.

One participants of focus group discussion in Miesso No.1 School said,

PTSAs highly worked in their primary school in monitoring how the programs of the school are properly implemented as scheduled. They follow the implementation of day to day classroom. School entering and leaving time as well as the administrative activities to be accomplished were monitored.

Item 6 in table 3 asked respondents if PTSAs provide the necessary support to the implementation of the decision together with the school management. As a result, 53.1% PTSAs, 65.7% teachers, and 85.7% KETB revealed 'No' to the item. On the other side, 46.9%, 34.3%, 14.3% PTAs, teachers, and KETB respectively confirmed 'Yes' to the item under discussion. Majority 65.0% respondents disagreed on PTSAs provide the necessary support to the implementation of the decision together with the school management.

Furthermore, the mean analysis was employed PTSAs mean=1.53 fall on No option, Teachers mean =1.66 fall on No and KETB mean=1.86 also fall on No option to the given item. As shown in the mean result, there is no significant mean difference among the three groups in replying the response of the item. From the above analysis PTSAs did not provide the necessary support to the implementation of the decision together with the school management to play their role. One can conclude PTSAs are weak in providing the necessary support to the implementation of the decision together with the school management to play their role.

On the contrary, PTSA and the community need to participate in decision making includes decisions on the overall school policy, overall management of the school, financial management, hiring and firing of teachers, disciplinary hearings, school budget and administration, monitoring of teacher attendance and sanction of teachers leave (Davidoff and Lazarus, 2002).

Table 3 Continued ...

No	Items	Respond	Respondents value				
			Yes		No	mean	
7	Take part in the monitoring and evaluation of school activities	PTSA	16	32.7	33	67.3	1.67
		Teachers	17	25.4	50	74.6	1.75
		KETB	5	23.8	16	76.2	1.76
		total	32	23.4	99	72.3	1.72
8	Help in maintaining discipline in the schools	PTSA	31	63.3	18	36.7	1.37
		Teachers	48	71.6	19	28.4	1.28
		KETB	14	66.7	7	73.3	1.33
		total	93	67.9	44	32.1	1.32
9	Conduct regular meeting at least once a month and as needed	PTSA	34	69.4	15	30.6	1.31
		Teachers	53	79.1	14	20.9	1.21
		KETB	15	71.4	6	28.6	1.29
		total	102	74.5	35	25.5	1.26
10	Plan to generate income and approve implementation of school budget	PTSA	37	75.5	12	24.5	1.24
		Teachers	46	68.7	21	31.3	1.31
		KETB	11	52.4	10	47.6	1.48
		total	94	68.6	43	31.4	1.31
11	Follow up and manage school resources	PTSA	17	34.7	32	65.3	1.65
		Teachers	13	19.4	54	80.6	1.81
		KETB	8	38.1	13	61.9	1.62
		total	38	27.7	99	72.3	1.72
12	Sensitize and mobilize parents on enrolment, attendance	PTSA	29	59.2	20	40.8	1.41
		Teachers	39	58.2	28	41.8	1.42
		KETB	14	66.7	7	33.3	1.33
		total	82	59.9	55	40.1	1.40

Item 7 in table 3 asked respondents to give their personal view if PTSA's take part in the monitoring and evaluation of school activities or not. In this regard, 67.3%, 74.6%, 76.2% PTSA's, teachers and KETB respectively replied negatively to the given item. But, 32.7% PTSA's, 25.4% teachers, and 23.8% KETB consecutively answered positive response. Majority 72.3% respondents confirmed 'No' on the notion PTSA's take part in the monitoring and evaluation of school activities.

Similarly the mean analysis was employed PTSA's mean =1.67 fall on No option, teachers mean value =1.75 fall on No, and KETB mean=1.76 also fall on No option to PTSA's take part in the monitoring and evaluation of school activities. There is no significant difference among groups of respondents in replying the item. The mean of all groups fall on No option to the item.

Therefore, from the obtained response it was safe to conclude the influence of PTSAs in monitoring and evaluation of school activities was poor.

Moreover, document review was held in Mi'esso primary school to check the role of PTSAs in monitoring and evaluation of school activities. As a result the researcher requested the school principal to deliver the written document that witnessed on monitoring and evaluation. As it was observed in different minutes there was no written evidence even though they monitored class entering and leaving time it was not registered in document. This occurrence assured PTSAs negatively influence school activities in monitoring and evaluation

Item 8 in table 3 asked respondents to give personal response on the notion PTSAs help in maintaining discipline in the schools to play their role. To this item, 63.3%, 71.6%, 66.7% PTSAs, teachers and KETB respectively said 'Yes' to the item under discussion. On the contrary, 36.7%, 28.4%, 33.3% PTSAs, teachers and KETB respectively answered 'No' to the item. Majority 67.9% respondents agreed on PTSAs help in maintaining discipline in the schools to play their role. Based on the above response one can conclude PTSAs strongly help in maintaining discipline of their schools.

In addition the mean analysis was employed PTSAs mean =1.37 fall on Yes, teachers mean value =1.28 fall on Yes, and KETB mean=1.33 also fall on Yes showed there is no significant mean difference among groups of respondents. From the obtained response it was safe to conclude PTSAs actively help in maintaining discipline in the schools to play their role.

Data obtained from document review by the researcher showed PTSAs advice 10 male students in disciplinary cases and 2 male teachers in disagreement with staff in Beker ware of Chiro and Elemo Qilxu of Tullo woreda showed PTSAs are actively helping in maintaining discipline in the schools.

One focus group discussion participants of Gelalcha primary school in Shenen Dugo woreda revealed,

PTSAs help in maintaining discipline in the schools to play their role by advising misconducted students, absentees, late comers, disobedient and naughty students. Besides, PTSAs manage quarrel between students and students, gender related harm and injustice acts among students in the school. Although the cases are huge and complex, PTSAs are strong to identify, examine and maintain as previous by creating agreement.

Item 9 in the same table inquired respondents to value their view on the notion PTSA's conduct regular meeting at least once a month and as needed. As a result, 69.4%, 79.1%, 71.4% PTSA's, teachers and KETB consecutively confirmed 'Yes' to the item whereas 30.6%, 20.9%, 28.6% PTSA's, teachers and KETB replied negatively to the given item. Majority 74.5% respondents confirmed positive response. From the obtained response one can conclude PTSA's conduct regular meeting at least once a month and as needed to play their role. Furthermore, the data obtained from PTSA's meeting minutes indicated that PTSA's conducted meeting at the end of each month constantly and at the middle of the month as needed based on the issue require their discussion.

The mean analysis result PTSA's mean =1.31 fall on Yes, teachers mean value =1.21 fall on Yes, and KETB mean=1.29 also fall on Yes showed there is no significant difference among response of respondent. From the obtained response PTSA's conducted meeting at the end of each month constantly and at the middle of the month as needed based on the issue requires their discussion.

Item 10 in table 3 with respect to PTSA members play their role by planning to generate income and approve implementation of school budget. Hence, 75.5%, 68.7%, 52.4% PTSA's, teachers and KETB members respectively answered positively whereas 24.5%, 31.3%, 47.6% PTSA's, teachers and KETB members respectively replied negatively. Majority 68.6% respondents agreed on PTSA members play their role by planning to generate income and approve implementation of school budget.

The mean analysis was employed PTSA's mean =1.24 fall on Yes, teachers mean value =1.31 fall on Yes, and KETB mean=1.48 also fall on Yes showed there is no significant difference among groups of respondent in replying the item. From the above response it was safe to conclude PTSA members plan to generate income and approve implementation of school budget to play their role. In addition, the data obtained from document analysis of PTSA annual plan content analysis the researcher observed in annual plan of PTSA and assured PTSA members plan to generate income and approve implementation of school budget.

Item 11 in table 3 asked respondents to give their stand if they believe PTSA members play their role through follow up and manage school resources. So, 65.3%, 80.6%, 61.9% PTAs, teachers and KETB respectively confirmed 'No' on PTSA members play their role through follow up and manage school resources. Oppositely, 34.7%, 19.4, 38.1 PTSA's, teachers and

KETB members respectively replied positive response to the item. In general, majority 72.3% respondents disagreed on PTSA members play their role through follow up and manage school resources.

Moreover, the mean analysis was employed and PTSAs mean = 1.65 fall on No, teachers mean value =1.81 fall on No, and KETB mean=1.62 also fall on No option to the item showed there is no significant difference among three groups in replying the item. All groups have negative view on PTSA members play their role through follow up and manage school resources. From the obtained response one can conclude PTSA members are found insignificant through follow up and manage school resources.

In supporting the above idea, the interview that was held with CRC supervisors and WEO head of Tulo woreda has clearly reflected the existence of the problem. During interview, one of the sample CRC supervisors said,

“In my school, PTSA members do not have the experience of following up school resources. They do not know which resource of the school is being used properly and or which one is misused. They do not even know the resource that the school requires. Most of my school PTSA members complain that they do not have the know-how about school resources so that they have left such issues to the school leaders. It is we school leaders who follow up, monitor and evaluate the school resources”.

Based on this fact it is possible to say that PTSA members are not carrying out their responsibilities in relation to resource management. Increasing accountability of schools towards communities can improve the efficient use of existing resources (Zenebe, 2006). Community representatives have the responsibility to adopt, reject or modify the budget prepared by principals and to monitor school resources (FDRE, 1994; BEA-E, 2007).

As shown in table 3 item 12 respondents were requested to give their individual view on the notion PTSA members play their role in enhancing effective leadership by sensitizing and mobilizing parents on enrolment, attendance. As a result, 29 (59.2%), 39 (58.2%), 14 (66.6%) PTSAs, teachers, and KETB respectively give positive response to the item. On the contrary, 20 (40.8%), 28 (41.8%), 7 (33.3%) PTSAs, teachers, and KETB respectively give negative response to the item. Majority 82 (59.9%) respondents said yes and agreed on PTSA members play their role in enhancing effective leadership by sensitizing and mobilizing parents on enrolment, attendance.

Besides, the mean analysis was employed and PTSA's mean = 1.41 fall on Yes, teachers mean value = 1.42 fall on Yes, and KETB mean = 1.33 also fall on Yes option to the item showed there is no significant difference among three groups in replying the item. The three groups have the same positive view towards the notion PTSA members play their role in enhancing effective leadership by sensitizing and mobilizing parents on enrolment, attendance. From the obtained response it was safe to conclude PTSA members highly involved by sensitizing and mobilizing parents on enrolment, attendance.

4.3. The way Parent Teacher Student Associations contribute in maintaining desirable behavior of students

Table 4: Contribution of Parent Teacher Student Associations in maintaining desirable behavior of students in primary schools

No	Items	Respond	Alternatives				Mean
			Yes		No		
			f	%	f	%	
13	Influence in reducing the students disciplinary problems	PTSA	32	65.3	17	34.7	1.35
		Teachers	44	65.7	23	34.3	1.34
		KETB	12	57.1	9	42.9	1.43
		total	88	64.2	49	35.8	1.36
14	Assisting teachers to maintain discipline by reporting lateness truancy to school Authorities	PTSA	14	28.6	35	71.4	1.71
		Teachers	27	40.3	40	59.7	1.60
		KETB	4	19.0	17	81.0	1.81
		total	45	32.8	92	67.2	1.67
15	Advice students on what is good and what is bad in the school	PTSA	19	38.8	30	61.2	1.61
		Teachers	31	46.3	36	53.7	1.54
		KETB	10	47.6	11	52.4	1.52
		total	60	43.8	77	56.2	1.56
16	Award students having good conduct	PTSA	25	51.0	24	49.0	1.49
		Teachers	26	38.8	41	61.2	1.61
		KETB	13	61.9	8	38.1	1.38
		total	64	46.7	73	53.3	1.53

As shown in table 4 item 13 respondents were asked to give their opinion on PTSA's influence in reducing the students' disciplinary problems to play their role. To this item, 65.3%, 65.7%, 57.1% PTSA's, teachers and KETB respectively replied positively to the item. On the other

hand, 34.7%, 34.3%, 42.9% PTSA's, teacher and KETB consecutively revealed 'No' to the item. Majority 64.2% respondents agreed on PTSA's play their role in reducing the students' disciplinary problems. From the obtained response it was fair to conclude PTSA's play their role through influence in reducing the students' disciplinary problem.

The mean analysis was employed PTSA mean =1.35, teachers mean=1.34, and KETB=1.43 showed there was no significant difference among groups response. The mean of three groups fall on the same yes and assured as PTSA's play their role in reducing the students' disciplinary problems.

Wachu primary school focus group discussion participant in Habro woreda said,

PTSA members in Wachu primary school worked hard towards students' disciplinary problems. Each member assigned at school from Monday to Friday as per the schedule of the school. In their round they advised students to have good conduct and give attention to their learning. Gradually PTSA resulted in reducing the students' disciplinary problems. Currently Wachu primary school became exemplary in minimizing students' disciplinary problem in the school.

Item 14 of the same table asked respondents on PTSA's assisting teachers to maintain discipline by reporting lateness truancy to school Authorities. As a result, 71.4%, 59.7%, 81.0% PTSA's, teachers and KETB respectively answered 'No' to the item. On the opposite side, 28.6%, 40.3%, 19.0% PTSA's, teachers and KETB consecutively replied 'Yes' to the item under discussion. Majority 67.2% respondents disagreed on PTSA's assisting teachers to maintain discipline by reporting lateness truancy to school Authorities. From the obtained response one can conclude PTSA's did not play their role by assisting teachers to maintain discipline by reporting lateness truancy to school Authorities.

Besides, the mean analysis was employed and PTSA mean =1.71, teachers mean=1.60, and KETB=1.81 showed there is no significant difference among groups response. The mean values of the three groups fall on No option and implied PTSA's did not assist teachers to maintain discipline by reporting lateness truancy to school Authorities.

Item 15 in table 4 asked respondents to give their individual view on the notion PTAs advice students on what is good and what is bad in the school to play their role. As a result, 61.2%, 53.7%, 52.4% PTSA's, teachers, KETB members respectively confirmed 'No' to the item. On the contrary, 38.8%, 46.3%, 47.6% PTSA's, teachers, KETB members consecutively reported

‘Yes’ to the item under discussion. Majority 56.2% respondents disagreed on PTSA’s advice students on what is good and what is bad in the school to play their role. Based on the response of majority one can conclude PTSA’s did not play their role by advising students on what is good and what is bad in the school.

In addition, the mean analysis was employed and PTSA mean =1.61 fall on ‘No’, teachers mean =1.54 fall on ‘No’, and KETB=1.52 also fall on ‘No’ option and showed there is no significant difference among groups in replying the item. The three groups replied the item by reflecting negative view in similar way. From the obtained response it was safe to conclude PTSA’s are not effective to advice students on what is good and what is bad in the sample primary schools.

Item 16 of the same table inquired group of respondents to give their personal view on the notion PTSA play their role by awarding students having good conduct. To this item, 51.0%, 38.8%, 61.9% PTSA’s, teachers, KETB members consecutively revealed ‘Yes’ to the item. On the other side, 49.0%, 61.2%, 38.1% PTSA’s, teachers, KETB members respectively answered ‘No’ to the given item. Majority 53.3% respondents show disagreement on PTSA play their role by awarding students having good conduct. From the obtained response it was safe to conclude PTSA did not award students having good conduct.

Moreover, the mean analysis was employed and PTSA mean =1.49 fall on Yes, teachers mean=1.61 fall on No, and KETB=1.38 fall on Yes showed there is significant difference among groups response. Teachers showed different view from PTSA’s and KETB groups. Therefore, to decide the response average mean =1.53 also fall ‘No’ option and assured PTSA’s lack the trend of awarding students having good conduct.

The response obtained from interview with WEO head and CRC supervisors in Kunie primary school of Gemechis Woreda confirmed,

“Although instructions are given to school PTSA members, to encourage motivate or award academically outstanding learners in their respective schools, some PTSA members discourage the progress of awarding students having good conduct. To get more students having good conduct, PTSA’s needs to be committed in awarding good learners rather than saying no money to buy award ”.

Table 4 Continued...

No	Items	Respond	Alternatives				mean
			Yes		No		
			f	%	f	%	
17	Take part in the management of discipline in the school	PTSA	21	42.9	28	57.1	1.57
		Teachers	29	43.3	38	56.7	1.57
		KETB	9	42.9	12	57.1	1.57
		total	59	43.1	78	56.9	1.57
18	Giving advice for students with disciplinary problem	PTSA	31	63.3	18	36.7	1.37
		Teachers	42	62.7	25	37.3	1.37
		KETB	14	66.7	7	33.3	1.33
		total	87	63.5	50	36.5	1.36
19	Punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation.	PTSA	28	57.1	21	42.9	1.43
		Teachers	38	56.7	29	43.3	1.43
		KETB	15	71.4	6	28.6	1.29
		total	81	59.1	56	40.9	1.41
20	Hold discussion with parents to follow up the behavior of their students.	PTSA	24	49.0	25	51.0	1.51
		Teachers	40	59.7	27	40.3	1.40
		KETB	11	52.4	10	47.6	1.48
		total	75	54.7	62	45.3	1.45
21	Pursued students not to mismanage their education and seek solution along with parents to dropped out students	PTSA	29	59.2	20	40.8	1.41
		Teachers	41	61.2	26	38.8	1.39
		KETB	13	61.9	8	38.1	1.38
		total	83	60.6	54	39.4	1.39

Item 17 in table 4 requested respondents to show their stand on PTAs take part in the management of discipline in the school. Hence, 57.1% PTAs, 56.7% teachers, 57.1% KETB members gave negative response to the item. But, 42.9% PTAs, 43.3% teachers, and 42.9% KETB members replied positive response on PTAs take part in the management of discipline in the school. Majority 56.9% respondents disagreed on the notion PTAs take part in the management of discipline in the school. Based on the obtained response one can conclude PTAs did not give attention to the management of discipline in the school.

Furthermore, the mean analysis was employed and PTSA mean =1.57 fall on 'No', teachers mean=1.57 fall on 'No', and KETB=1.57 also fall on 'No' option indicated there is no significant difference among the groups in replying the item. Based on the above analysis result one can conclude PTAs are found weak to take part in the management of discipline in the school. In line with this OREB (2006) stated that the role of PTSA in decision making include

advising and taking corrective measure to principals, teachers and students if they are not doing as per the guideline, solving the problems that may face teachers in their living environment

Item 18 in the same table also asked respondents to share their individual view on PTSAs giving advice for students with disciplinary problem. So, 63.3% PTSAs, 62.7% teachers and 66.7% KETB answered 'Yes' to the item whereas 36.7% PTSAs, 37.3% teachers and 33.3% KETB replied 'No' to the item under discussion. Majority 63.5% respondents agreed on PTSAs play their role by giving advice for students with disciplinary problem. On the bases of majority response it was safe to conclude PTSAs are giving advice to students with disciplinary problem in their respective school.

Besides, the mean analysis was employed and PTSA mean =1.37 fall on 'yes', teachers mean=1.37 fall on 'yes', and KETB=1.33 also fall on 'yes' showed there is no significant difference among groups response whether PTSAs are giving advice to students with disciplinary problem in their respective school or not. The mean value of the three groups indicated positive response of respondents. Based on the above analysis result it was fair to conclude PTSAs are wasting most of their time on advising students with disciplinary problem in their school.

Item 19 in table 4 also inquired respondents to tell their response on the notion PTSAs punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation. To this item, 57.1% PTSAs, 56.7% teachers, and 71.4% KETB give positive response while 42.9% PTSAs, 43.3% teachers, and 28.6% KETB members gave negative response. From total respondents majority 59.1% reported positive response on PTSAs punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation. From the obtained response one can conclude PTSAs punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation to play their role.

In the same manner, the mean analysis was employed and PTSA mean =1.43, teachers mean=1.43, and KETB=1.29 showed there is no significant difference among groups in

replying the item. The mean value of the three groups fall on similar 'yes' option to the item. Based on the analysis it was safe to conclude PTSAs took corrective measures on students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation to play their role.

As indicated in item 20 table 4 respondents were ordered to give their feeling on PTSAs hold discussion with parents to follow up the behavior of their students. As a result, 49.0% PTSAs, 59.7% teachers, and 52.4% KETB members reported 'Yes' to the item whereas 51.0% PTSAs, 40.3% teachers, and 47.6% KETB members confirmed 'No' on PTSAs hold discussion with parents to follow up the behavior of their students. Majority 54.7% respondents agreed on PTSAs hold discussion with parents to follow up the behavior of their students. Based on the above response one can infer PTSAs hold discussion with parents to follow up the behavior of their students.

Besides, the mean analysis was employed and PTSA mean =1.51 fall on No, teachers mean=1.40 fall on yes, and KETB=1.48 fall on yes showed there is significant difference among response of the groups on PTSAs discuss with parents to follow up the behavior of their students. PTSAs replied No differently from the two groups Hence, to decide the response average mean=1.45 fall on Yes option and assured PTSAs held discussion with parents to follow up the behavior of their students in sampled schools..

Item 21 in the same table asked respondents to value their personal opinion on PTSAs pursued students not to mismanage their education and seek solution along with parents to drop out students. In this regard, 59.2% PTSAs, 61.2% teachers, and 61.9% KETB members said 'Yes' on PTSAs pursued students not to mismanage their education and seek solution along with parents to dropped out students. In contrast, 40.8% PTSAs, 38.8% teachers, and 38.1% KETB members with total 39.4% respondents revealed 'No' to the item. Majority 60.6% respondents show agreement on PTSAs pursued students not to mismanagement their education and seek solution along with parents to drop out students. From this analysis one can conclude that majority respondents have common understanding on PTSAs pursued students not to mismanage their education and seek solution along with parents to drop out students.

Similarly, the mean analysis was employed and PTSA mean =1.41 fall on Yes, teachers mean=1.39 fall on Yes, and KETB=1.38 also fall on Yes showed there is no significant

difference among groups respondents. The mean value of the three groups implied respondents have similar view concerning PTAs pursued students not to mismanage their education and seek solution along with parents to drop out students.

4.4.Socio-economic factors that hinders PTAs leadership role in Primary schools

Table 5: Socioeconomic factors that hinders PTAs leadership role in Primary schools

No	Items	Respondents							
		PTSA 49		Teachers 67		KETB 21		total	
		f	%	f	%	f	%	f	%
22	Poor economic background/living status								
	SA	16	32.1	18	26.9	5	23.8	39	28.5
	A	18	36.7	25	37.3	8	38.1	51	37.2
	UD	5	10.7	9	13.4	3	14.3	17	12.4
	D	7	14.3	7	10.4	3	14.3	17	12.4
	SD	3	6.1	8	12.0	2	9.5	13	9.5
	mean	3.76		3.57		3.52		3.63	
23	Lack of skill and knowledge about their roles and responsibilities								
	SA	12	24.5	18	26.9	8	38.1	38	27.7
	A	16	32.6	21	31.3	6	28.6	43	31.4
	UD	7	14.3	12	18.0	3	14.3	22	16.1
	D	10	20.4	9	13.4	2	9.5	21	15.3
	SD	4	8.2	7	10.4	2	9.5	13	9.5
	mean	3.45		3.51		3.76		3.53	
24	Busy to do a living job of family								
	SA	19	39.3	17	25.4	8	38.1	44	32.1
	A	21	42.8	22	32.8	8	38.1	51	37.2
	UD	5	10.7	14	20.9	2	9.5	21	15.3
	D	2	3.6	9	13.4	3	14.3	14	10.2
	SD	2	3.6	5	7.5	-	-	7	5.1
	Mean	4.08		3.55		4.00		3.81	

As indicated in table 5 item 22, respondents were asked to give their individual view if poor economic background /living status of PTAs hinder leadership roles of PTAs. To this item, majority 68.8%, 64.2%, and 61.9%, PTSA, Teachers and KETB respectively replied agree and

above and assured that poor economic status hampered PTSA's leadership role in their primary schools.

Besides, the mean analysis was employed PTSA mean=3.76 fall on agree, teachers replied agree mean =3.57, KETB replied agree mean=3.52. the groups rated the item the same agree option. The average mean 3.63 also fall on agree to the item. Groups of respondent agreed on poor economic status influenced PTSA's members not to implement leadership role in their primary schools. From this analysis result one can conclude poor economic status hampered PTSA's leadership role in their primary schools. Supporting the above response, interview held with Badesa No.1 and Miesso No.1, CRC supervisors and 2 WEO heads revealed poorness by itself hurt the psychology of PTSA members and make him or her lack confidence to react leadership role of PTSA's in the school.

Item 23 of the same table requested groups of respondent to give their opinion on lack of skill and knowledge about roles and responsibilities hinders PTSA's leadership role or not. Hence, 57.1% PTSA mean=3.45, 58.2% teachers mean=3.51 and 66.7% KETB mean=3.76 respectively agreed on lack of skill and knowledge about roles and responsibilities is one of socioeconomic factors that hinders PTSA's leadership role. The weighted mean =3.53 also show agreement among the perception of the three groups on lack of skill and knowledge about roles and responsibilities is one of socioeconomic factors that hinders PTSA's leadership role.

Item 24 in table 5 inquired respondents if being busy to do a living job of a family hinders PTSA leadership role in the school or not. As a result, 82.1% PTSA with mean=4.08, 58.2% teachers with mean value=3.55, and 76.2% KETB with mean value=4.00 respectively agreed on being busy to do a living job of a family can negatively affect PTSA leadership role in the school.

Participants of focus group discussion in Beker ware, Elemo Kiltu and Gemechis primary school said,

PTSA's in their respective primary schools encountered shortage of money, food, job to get income for their family survival. They worried to fulfill the basic requirements of family members. Failure in family economy negatively affected the acceptance of PTSA's by the local community. Economic problem of PTSA's also influence social relation of communities. This resulted in lack of confidence to work as PTSA.

Table 5 Continued...

No	Items	Respondents							
		PTSA 49		Teachers 67		KETB 21		total	
		f	%	f	%	f	%	f	%
25	Lack of leadership skills and competence								
	SA	16	32.7	22	32.8	10	47.6	48	35.0
	A	15	30.6	17	25.4	4	19.1	36	26.3
	UD	5	10.2	6	9.0	2	9.5	13	9.5
	D	7	14.3	14	20.9	3	14.3	24	17.5
	SD	6	12.2	8	11.9	2	9.5	16	11.7
	Mean	3.57		3.46		3.81		3.55	
26	Lack of acceptance in the community /neglection/								
	SA	11	22.5	25	37.4	6	28.6	42	30.7
	A	15	30.6	19	28.4	7	33.3	41	29.9
	UD	6	12.2	7	10.4	4	19.0	17	12.4
	D	8	16.3	9	13.4	3	14.3	20	14.6
	SD	9	18.4	7	10.4	1	4.8	17	12.4
	Mean	3.22		3.69		3.67		3.52	
27	Negative attitude of principal towards PTA								
	SA	7	14.3	11	16.4	8	12.5	26	19.0
	A	9	18.4	20	29.9	17	25	46	31.6
	UD	24	48.9	22	32.8	25	37.8	61	44.5
	D	5	10.2	11	16.4	8	12.5	24	17.5
	SD	4	8.2	3	4.5	8	12.5	15	10.9
	Mean	3.20		3.37		3.19		3.28	
28	Lack of respect from their family and community								
	SA	7	14.3	11	16.4	-	-	18	13.1
	A	9	18.4	13	19.4	3	14.3	25	18.2
	UD	7	14.3	8	12.0	5	23.8	20	14.6
	D	16	32.6	15	22.4	6	28.6	37	27.0
	SD	10	20.4	20	29.9	7	33.3	37	27.0
	Mean	3.27		3.30		3.81		3.36	
29	Lack of commitment and willingness								
	SA	2	4.1	15	22.4	2	9.5	19	13.9
	A	12	24.5	18	26.9	6	28.6	36	26.3
	UD	19	38.7	15	22.4	4	19.0	38	27.7
	D	9	18.4	12	17.9	5	23.8	26	12.0
	SD	7	14.3	7	10.4	4	19.0	18	13.1
	Mean	2.86		3.33		2.86		3.09	

In item 25 of table 5, respondents were asked if lack of leadership skills and competence hampered PTSA leadership role or not. To this item, 63.3% PTSA with mean value=3.57 fall on agree, 58.2% teachers with mean value=3.46 fall on undecided and 66.7% KETB with mean value =3.81 fall on agree. The teachers rated differently from the two groups. To decide the response the weighted mean=3.55 fall on agree to the item. From the obtained response it was safe to conclude majority respondents agreed on lack of leadership skills and competence influenced PTSA leadership role.

The mean value of majority of the respondent groups on lack of leadership skill and competence was agreed. The mean result on the table above revealed that there is statistically significant difference among groups on PTSAs' lack of leadership skill and competence This shows that the view of respondents on PTSAs' lack of leadership skill and competence was different and teachers members were undecided with the issue.

The interview that held with woreda education office heads shows that many of the PTSA members were lack leadership skill and competence since they simply nominated from the entire community without any training or experience. According to Oyetunyi (2006) effective and efficient leaders need to have good skills of leadership and competence to be influential enough for the success of their organization, and job training is among the ways of improving skills.

In item 26 of table 5 lack of acceptance in the community negatively affected PTSA leadership role in the school. In this regard, 53.1% PTSA with mean=3.22 fall on undecided, 65.8% teachers with mean =3.69 fall on agree and 61.9% KETB with mean=3.67 fall on agree to lack of acceptance by the community influenced PTSA leadership role. There was difference of view among the groups. PTSA rated differently undecided to the item. Hence, the average mean =3.52 falls on agree to the item. One can conclude that lack of acceptance in the community highly affected PTSA leadership role in primary schools.

Item 27 of table 5 requested group of respondents to give their value on negative attitude of principals towards PTSA influence PTSA leadership role in the school. So, 48.9% PTSA (mean=3.20), 32.8% teachers (mean=3.37%), and 37.8% KETB (mean=3.19). The three groups rated the item the same undecided. Majority respondents un able to decide on negative attitude

of principals towards PTSA influence PTSA leadership role in the school. Respondents became ambiguous if negative attitude of principals towards PTSA influence PTSA leadership role.

In addition, the interview held with Kunie Primary school CRC supervisor and Gemechis WEO head confirmed that the influence of PTSA in leading the decision making process was low. Accordingly, Kunie CRC supervisor and Gemechis WEO head said,

“ The PTSA members stay silent and dependent on the school principal when they were engaged in the decision making process of school activities .Mostly they accept the idea of the principal and simply give their signature for approval and therefore the decision making process in the school were led by school principals”.

In item 28 of table 5, on lack of respect from their family and community influence PTSA leadership role in the school, PTSA (mean=3.27 fall on undecided), teachers (mean=3.30 fall on undecided), and KETB (mean=3.81 fall on agree) to the item. The groups rated differently to the item. The average mean =3.36 also fall on undecided to the item. Therefore, it is ambiguous to conclude lack of respect from their family and community influence PTSA leadership role in the school.

In item 29 of table 5, asked respondents to give their response on lack of commitment and willingness influence PTSA leadership role in the school, PTSA (mean=2.86), teachers (mean=3.33), and KETB (mean=2.86).The three groups rated the item the same unable to decide on the item. The average mean =3.09 also fall on undecided on lack of commitment and willingness influence PTSA leadership role in the school. From the above result it was fair to conclude all groups lack knowhow and replied undecided on lack of commitment and willingness influence PTSA leadership role in the school. PTSA is a strong advocate for public education, vital resource for families and a power voice for children and youth (Gebre Michael, 2012:19)..

Table 5 Continued ...

No	Items	Respondents							
		PTSA 49		Teachers 67		KETB 21		total	
		f	%	f	%	f	%	f	%
30	Lack of time to take part in social life like Idir								
	SA	14	28.6	20	29.9	25	37.5	59	43.1
	A	16	32.6	22	32.9	25	37.5	63	46.0
	UD	10	20.4	11	16.4	3	12.5	24	17.5
	D	5	10.2	9	13.4	-	-	14	10.2
	SD	4	8.2	5	7.4	3	12.5	12	8.8
	Mean	3.63		3.64		3.95		3.69	
31	Poor communication with the school								
	SA	9	18.4	21	31.3	7	33.3	37	27.0
	A	13	26.5	15	22.3	5	23.8	33	24.1
	UD	11	22.4	13	19.4	4	19.1	28	20.4
	D	7	14.3	10	15.0	2	9.5	19	13.9
	SD	9	18.4	8	12.0	3	14.3	20	14.6
	Mean	3.12		3.46		3.52		3.35	
32	Inconvenient meeting time								
	SA	18	36.7	18	26.9	5	23.8	41	30.0
	A	19	38.8	20	29.8	8	38.1	47	34.3
	UD	5	10.2	12	17.9	3	14.3	20	14.6
	D	4	8.2	11	16.4	3	14.3	18	13.1
	SD	3	6.1		9.0	2	9.5	11	8.0
	Mean	3.92		3.49		3.52		3.65	
33	Absence of incentives to PTAs								
	SA	13	26.5	27	40.3	5	23.8	45	32.8
	A	15	30.6	13	19.4	7	33.3	35	25.6
	UD	6	12.2	7	10.5	4	19.1	17	12.4
	D	10	20.4	12	17.9	3	14.3	25	18.2
	SD	5	10.2	8	11.9	2	9.5	15	11.0
	Mean	3.43		3.58		3.48		3.51	

In item 30 table 5, regarding lack of time to take part in social life like Idir influence PTSA leadership role in the school 61.2% PTSA (mean=3.63) fall on agree, 62.8% teachers (mean=3.64) fall on agree, and 75% KETB (mean=3.95) also fall on agree. The weighted mean=3.69 also fall on agree. The three groups rated the item the same agree. From the

obtained response it was safe to conclude lack of time to take part in social life like Idir influence PTSA leadership role in the school.

In item 31 of table 5 respondents were asked to give their view on poor communication with the school influence PTA leadership role in the school, PTSA (mean=3.12), teachers (mean=3.46) and KETB (mean=3.52). PTSAs and teachers rated the item undecided different from KETB members which is agree. The average mean =3.35 also fall on undecided on poor communication with the school influence PTSA leadership role in the school. From the above analysis result one can conclude majority respondents lack confidence to decide on poor communication with the school influence PTSA leadership role in the school.

Item 32 of table 5 requested respondents on the notion inconvenient meeting time influence PTSA leadership role in the school. To this item, 75.5% PTSA (mean=3.92) fall on agree, 56.7% teachers (mean=3.49) fall on undecided and 61.9% KETB (mean=3.52) fall on agree. Teachers rated differently undecided. To decide the response, the average mean =3.65 fall on agree for inconvenient meeting time influence PTSA leadership role in the school. From the above analysis it was safe to conclude majority respondents show their agreement on inconvenient meeting time influence PTSA leadership role in the school. Supporting the above result, PTSA members have to meet on a regular basis-be it monthly, bi-monthly, or quarterly- to discuss and bring fore that may go unnoticed for effective performance (Mitiku et. al., 2013). The PTSA have also the responsibility to design the time and place of their meeting to suit the convenience of its members.(Mitiku et. al., 2013).

Moreover, the interview that was held with Elemo Kiltu supervisor and Tulo WEO head revealed,

“Meetings were conducted often with the time the principal was free of other meeting held at different level. This marked those members of PTSA who were government employees might not participate with in these days. Besides, even the rest PTA members who were involved in different private works could not appear on these days because there were no schedules for meeting”.

Item 33 of the same table requested respondents to give their response on absence of incentives to PTSAs influence PTSA leadership role in the school, Hence, 57.1% PTSA (mean=3.43) fall

on undecided, 59.7% teachers (mean=3.58) fall on agree and 57.1% KETB (mean=3.48) fall on undecided. PTSA and KETB rated the item differently undecided. But, the average mean =3.51 fall on agree. Therefore, it was safe to conclude absence of incentives to PTSAs negatively influence PTSA leadership role in the school. In this connection, Akintelure (2007, cited in Alonge & Ekundayo, 2012) suggested that if the constructions of physical facilities in school are awarded to members of the PTSA instead of contractors, parents would be willing to make additional sacrifice in the development of the schools.

4.5. Strategies to enhance effective participation of PTSAs

Table 6: Strategies to enhance effective participation of PTSAs

No	Items	Respondents							
		PTSA 49		Teachers 67		KETB 21		total	
		f	%	f	%	f	%	f	%
34	Select dedicated individuals from the community								
	SA	16	32.7	18	26.9	5	23.8	39	28.5
	A	18	36.7	25	37.3	8	38.1	51	37.2
	UD	5	10.2	9	13.4	3	14.3	17	12.4
	D	7	14.3	7	10.4	3	14.3	17	12.4
	SD	3	6.1	8	12.0	2	9.5	13	9.5
	Mean	3.76		3.57		3.52		3.63	
35	Provide training to principal								
	SA	12	24.5	18	26.9	8	38.1	38	27
	A	16	32.7	21	31.3	6	28.6	43	31.4
	UD	7	14.3	12	18.0	3	14.3	22	16.1
	D	10	20.4	9	13.4	2	9.5	21	15.3
	SD	4	8.1	7	10.4	2	9.5	13	9.5
	Mean	3.45		3.51		3.76		3.53	
36	Make aware of their specific roles and responsibilities								
	SA	19	39.3	17	25.4	8	38.1	44	32.1
	A	21	42.8	22	32.8	8	38.1	51	37.2
	UD	5	10.7	14	20.9	2	9.5	21	15.4
	D	2	3.6	9	13.4	3	14.3	14	10.2
	SD	2	3.6	5	7.5	-	-	7	5.1
	Mean	4.08		3.55		4.00		3.81	

In table 6 item 34, concerning strategies to be employed to enhance effective participation of PTSAs, 69.4% PTSA (mean=3.76) agreed, 64.2% teachers (mean=3.57) agreed and 61.9% KETB (mean=3.52) also agreed on selection of dedicated individuals from the community to enhance effective participation of PTSAs. The weighted mean =3.63 also showed agreement among groups of respondents on selection of dedicated individuals from the community is one of the strategies to enhance effective participation of PTSAs.

Item 35 in table 6 also inquired respondents if providing training to principal is another strategy to enhance effective participation of PTSAs. To this item, 57.2% PTSA (mean=3.45) fall on undecided, 58.2% teachers (mean=3.51) fall on agree, and 66.7% KETB (mean=3.76) also agreed on providing training to principal is another strategy to enhance effective participation of PTSAs. Teachers rated the item undecided differently from the two groups. So, to decide the response, the weighted mean=3.53 also fall on agree and assured providing training to principal is essential to enhance effective participation of PTSAs. Supporting the above idea, school principal can play a vital role in improving the involvement of community in schools, to do participative management; leaders need to have adequate training (UNESCO, 2017).

Item 36 of the same table asked respondents to give their opinion on making awareness on PTSAs specific roles and responsibilities can enhance effective participation of PTSAs. As a result, 72.1% PTSAs (mean=4.08), 58.2% teachers (mean=3.55), and 76.2% KETB (mean=4.00) respectively agreed on making awareness on PTSAs specific roles and responsibilities is one strategy to enhance effective participation of PTSAs. In addition, the weighted mean=3.81 also showed agreement among groups of respondents on awareness creation on PTSAs roles and responsibilities can develop effective participation of PTSAs.

Moreover, majority participants in focus group discussion assured that PTSA hasn't received financial and technical support from the school leaders for the past 3 years. Due to lack of support PTSA members have not discharged their duties and responsibilities effectively.

Table 6 Continued...

No	Items	Respondents							
		PTSA 49		Teachers 67		KETB 21		total	
		f	%	f	%	f	%	f	%
37	Scheduling meetings at the right time and place								
	SA	16	32.6	20	29.8	8	38.1	44	32.1
	A	19	38.8	25	37.3	7	33.3	51	37.2
	UD	5	10.2	14	20.9	1	4.8	20	14.6
	D	7	14.3	5	7.5	3	14.3	15	11.0
	SD	2	4.1	3	4.5	2	9.5	7	5.1
	Mean	3.82		3.81		3.76		3.80	
38	Arrange regular communication with the parents								
	SA	11	22.4	20	29.9	6	28.6	37	27.0
	A	14	28.6	15	22.4	9	42.8	38	27.7
	UD	10	20.4	11	16.4	3	14.3	24	17.5
	D	6	12.2	13	19.4	3	14.3	22	16.1
	SD	8	16.3	8	11.9	-	-	16	11.7
	Mean	3.29		3.39		3.86		3.42	
39	Recognition for best performances								
	SA	7	14.3	11	16.4	6	28.6	24	17.5
	A	9	18.4	20	29.9	4	19.0	33	24.1
	UD	24	48.9	22	32.8	5	23.8	51	37.2
	D	5	10.2	11	16.4	3	14.3	19	13.9
	SD	4	8.2	3	4.5	3	14.3	10	7.3
	Mean	3.20		3.37		3.33		3.31	

Item 37 in table 6 asked respondents to reply their personal view if scheduling meetings at the right time and place is one strategy to enhance effective participation of PTSAs. Hence, 71.4% PTSA (mean=3.82), 67.1% teachers (mean =3.81) and 71.4% KETB (mean=3.76) respectively show agreement on scheduling meetings at the right time and place may assist to enhance effective participation of PTSAs. The weighted mean=3.80 also fall on agree on the notion scheduling meetings at the right time and place can be strategy to enhance effective participation of PTSAs. From the obtained result group of respondents agreed on scheduling meetings at the right time and place can be strategy to enhance effective participation of PTSAs. Supporting the this idea, PTSA members have to meet on a regular basis-be it

monthly, bi-monthly, or quarterly-to discuss and bring for that may go unnoticed for effective performance (Mitiku et. al., 2013).

Item 38 of table 6 asked respondents to reply their view on arrange regular communication with the parents can enhance effective participation of PTSAs. In this regard, 51% PTSA (mean=3.29), 52.3% teachers (mean=3.39), and 71.4% KETB (mean=3.86) respectively rated undecided and agreed. PTSA and teachers rated differently undecided whereas KETB valued agree to the item. The weighted mean =3.42 also fall on undecided and assured that respondents lack confidence to decide on arrange regular communication with the parents can enhance effective participation of PTSAs.

Item 39 of the same table asked respondents to show their stand on the notion recognition for best performances can enhance effective participation of PTSAs. To this item, PTSA (mean=3.20) fall on undecided, teachers (mean=3.37) fall on undecided, and KETB (mean=3.33) also fall on undecided on recognition for best performances can enhance effective participation of PTSAs. The groups replied the item the same undecided. The average means 3.31 falls on undecided to recognition for best performance enhance effective participation of PTAs. From the analysis result respondents lack confidence and became ambiguous to say recognition for best performances can enhance effective participation of PTSAs. But, more than half of the participants in focus group discussion pointed that the school did not provide means of motivation for PTSA members. Sometimes there was a certain efforts done by school leaders, it was not enough to satisfy the PTSA members need due to lack of motivation PTSA did not discharge the given duties & responsibilities.

Moreover, the document review was carried out on the issue. As a result, PTSAs six round meeting minutes revealed that PTSA members did not discussed and planned to encourage role model PTSA members for future career improvement of the schools'. The documents of staff meeting incorporate to encourage teachers but on the part of PTSAs meeting minute there was no document found which indicated the issue.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary of the Findings

The purpose of this study was to assess the leadership role of Parent Teacher Student Association in primary schools of West Hararghe Zone and recommending possible solutions. In that light, the following basic questions were answered in the course of the study.

1. How do Parent Teacher Student Association members play their role in enhancing effective leadership of primary schools of West Hararghe Zone?
2. How do the Parent Teacher Student Associations contribute in maintaining desirable behavior of students in West Hararghe Zone?
3. What are the socio-economic factors which hinder leadership role of Parent Teacher Student Association in primary schools of in the study area?
4. What are mechanisms to improve leadership role of Parent Teacher Student Association in Primary Schools of West Hararghe Zone?

To this effect, the study was conducted in seven selected primary schools of West Hararghe Zone namely: Elemo Kiltu, Galalcha, Kunie, Beker Ware, Bedessa No.1, Miesso No.1 and Wachu. The schools were selected using purposive sampling technique on the basis of different geographical location and cluster schools. 49 PTSAs were selected as available, 67 teachers were taken by stratified random sampling based on subject, and 21 KETB members were purposely sampled.

Accordingly mixed research design with both qualitative and quantitative research was employed in this study and the related literature was reviewed. Both quantitative and qualitative data were gathered through questionnaire, interview, focus group discussion and documents review. A total of 137 questionnaires were distributed to PTSAs, teachers, and KETB members. The respondents who completed the questionnaires were 49 PTSAs, 67 teachers, and 21 KETB members.

Moreover, seven woreda education office heads and seven CRC supervisors were interviewed. School principal and six PTSA members discussed in seven focused group of their school. The quantitative data obtained were analyzed using frequency, percentage and mean value. The qualitative data was analyzed in narration of words. Based on the analysis of the data, the following findings were obtained from the study.

Regarding how PTSA members play their role in enhancing effective leadership of primary schools, majority respondents disagreed on the role of PTSAs in planning all school activities, developing effective parent teacher communication, building strong relationship among teachers, staff, students and the community at large, provide the necessary support to the implementation of the decision together with the school management, take part in the monitoring and evaluation of school activities and follow up and manage school resources.

On the contrary, majority respondents agreed on PTSA members play their role in enhancing effective leadership through enhancing better community participation, monitors how the programs of the school are properly implemented according to the schedule, help in maintaining discipline in the schools, conduct regular meeting at least once a month and as needed, plan to generate income and approve implementation of school budget, sensitize and mobilize parents on enrolment and attendance.

Concerning PTSAs contribution in maintaining desirable behavior of primary schools, majority agreed on influence in reducing the students disciplinary problems, giving advice for students with disciplinary problem, punish those students who could not stop from wrong doings and submit a dismissal request to the principal and follow up the implementation, hold discussion with parents to follow up the behavior of their students, pursued students not to mismanagement their education and seek solution along with parents to dropped out students were found significant.

On the other hand majority respondents show disagreement on assisting teachers to maintain discipline by reporting lateness truancy to school authorities, advice students on what is good and what is bad in the school, award students having good conduct, take part in the management of discipline in the school, were found insignificant.

In relation to socioeconomic factors that hinders PTSA's leadership role in Primary schools, most respondents agreed that there are many socioeconomic factors that hinders PTSA's leadership role in primary schools. Some of the socioeconomic factors are: poor economic background/living status, lack of skill and knowledge about their roles and responsibilities, busy to do a living job of family, lack of leadership skills and competence, lack of acceptance in the community, lack of time to take part in social life like Idir, inconvenient meeting time, absence of incentives to PTSA's are the common socioeconomic draw backs which affects PTSA leadership role in primary schools.

On the other hand majority respondents' unable to decide on negative attitude of principal towards PTSA, lack of respect from their family and community, lack of commitment and willingness, poor communication with the school hinders PTSA's leadership role in primary schools.

Regarding strategies that enhance effective participation of PTSA's, majority respondents believed the barriers which hinder PTSA members to enhance effective participation can be eliminated or reduced by selecting dedicated individuals from the community, providing training to principal, making aware of their specific roles and responsibilities, and scheduling meetings at the right time and place. Furthermore, majority respondents unable to decide on arranging regular communication with the parents, and recognition for best performances can reduce barriers.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn.

PTSA members did not play equal leadership role for activities to be implemented in their primary schools. The members do not pay equal attention in leading school activities to enhance effective leadership in the school. Less attention is given to planning overall school activities, parent teacher communication, provide the necessary support to the implementation of the decision with the school management, monitoring and evaluation of school activities and carrying out their responsibilities in relation to resource management. On the contrary, PTSA's members gave equal attention and play leadership role through enhancing better community participation in the schools, monitoring how the programs of the school are properly

implemented as the schedule, conducted meeting at the end of each month, plan to generate income and approve implementation of school budget and sensitizing and mobilizing parents on enrolment, attendance.

To maintain desirable behavior of students PTSA members' contribution was found below expected. Through PTSAs effort only students' disciplinary problems were highly reduced. The school developed the trend of taking corrective measures on disobedient students through school PTSAs guideline at average extent. PTSA conducted discussion with parents to follow up their children behavior and return back dropped out students at average extent. On the other hand, if teachers lack assistance to maintain discipline by reporting lateness truancy to school authorities and awarding students having good conduct, PTSA members' contribution was found poor in maintaining desirable behavior of students.

Socio-economic factors that hinders PTSAs leadership role in primary schools were poor economic background, lack of skill and knowledge about PTSAs roles and responsibilities, busy to do a living job of family, lack of leadership skills and competence, lack of acceptance in the community, shortage of time to take part in social life like Idir, inconvenient meeting time, and absence of incentives to PTSAs members.

Effective participation of PTSAs can be enhanced through filling the gap by training, providing financial and technical supports, and encourage the PTSA members to plan, act and evaluate in collaboration with different stake holders.

5.3. Recommendations

In light of the major findings and conclusions of the study, the following recommendations were provided in order to overcome factors hindering leadership roles of Parent Teacher Student Association in primary schools.

1. To enhance effective leadership in primary Schools PTSA members should give equal consideration to implement activities in the school and need to have commitment in activities like planning, monitoring and evaluation, and resource management in primary schools.

2. In maintaining desirable behavior in the school PTSAs members should work hard and support teachers when teachers lack assistance to maintain discipline by reporting lateness truancy to school authorities.
3. School principals, PTSA members and supervisor should strengthen communication with the school and works hard to minimize socio-economic factors that hinders PTSAs leadership role in Primary schools.
4. It is advisable that school leaders, supervisors, the woreda education offices, and zonal Education office should give appropriate and regular support to PTSA members to resist pitfalls. For instance evaluating their work and giving immediate feedback, providing trainings and creating awareness on leadership roles of PTSAs.

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APPENDICES

HARAMAYA UNIVERSITY

POST GRADUATE PROGRAM DIRECTORATE

APPENDIX- I

Questionnaire to be filled out by the Principals, Teachers PTA Members and KETB Members

Dear Respondent:

The purpose of this questionnaire is to collect data as an input for the MA thesis entitled “Leadership role of Parent Teacher Association in primary schools of West Hararghe Zone, in Oromia Regional State”. So, I would appreciate if you could assist my study by completing all the attached questions.

Thus, your frank and sincere response to the items in the questionnaire helps to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose only. The outcomes of this study may help the efforts made by the responsible bodies to find ways of improving the existing leadership role of Parent Teacher Association in primary schools in the study area. As a educational stakeholder of this woreda, your views and ideas are considered very important for the success of the study and it would be very much appreciated if you spend a little time answering this questionnaire.

Again I’m strongly believed that your input is very important to this study and your response will be kept confidential and you are not responsible for the research outcomes. Therefore, feel free to respond to all items (without skipping and hesitation). If you would like to get a copy of the executive summary of the research report, please indicate on the questionnaire.

Thank You in Advance for Your Cooperation!

Please do not hesitate to contact me, if you require further clarification via the following address.

Cell Phone: **09-39-58-72-88**

Email: Tegenashebir@gmail.com

**Yours Faithfully,
Tegen Ashebir**

General Directions: you are kindly requested to follow the following directions

a) Writing your name is not required

b) Put 'x' or '√' mark wherever are alternatives

c) Write your opinion briefly for the open ended questions.

I. Background of the Respondents

1. Name of school (optional) _____

2. Sex: Male Female

3. Age: ≤20 21-25 26-30 31-35 36-40 41-45 ≥46

4. Educational Qualification:

MA/MSc BA/BSc/Bed Diploma Certificate Below certificate

5. Position

Teacher Unit leader Principals KETB member School supervisor PTA
 Office Head Woreda Educational office personnel

Other (if any) _____

PART TWO

PTA members play their role in enhancing effective leadership of primary Schools

The following areas are where Parent Teacher Association PTAs members are expected to play their role in enhancing effective leadership of primary schools. Please, show your agreement / disagreement of the role played by giving the appropriate response in the space provided. The questionnaires have two sections open and closed items. Five responses provided for each table. Choose only one responses from the given alternatives put (“√”) mark sign in the space provided and also give a brief description of your opinions for open ended questions. The response is given based on your context.

Note: The abbreviations have the following meaning and scale value:

Key: Yes=1, No=2

S.No.	Areas of Participation	Alternative response	
		Yes = 1	No = 2
1.	PTA take part in planning overall school activities with teachers and staffs		
2.	Enhance better community participation in the schools		
3.	Develops effective parent teacher communication		
4.	Build strong relationship among teachers, staff, students and the community at large		
5	Monitors how the programs of the school are properly implemented according to the schedule		
6	Provide the necessary support to the implementation of the decision together with the school management		
7	Take part in the monitoring and evaluation of school activities.		
8.	Help in maintaining discipline in the schools		
9	Conduct regular meeting at least once a month and as needed		
10	Plan to generate income and approve implementation of school budget		

11	Follow up and manage school resources		
12	Sensitize and mobilize parents on enrolment, attendance		
13.	Influence in reducing the students disciplinary problems		
14	Assisting teachers to maintain discipline by reporting lateness truancy to school Authorities		
15	Advice students on what is good and what is bad in the school		
16	Award students having good conduct		
17	Take part in the management of discipline in the school		
18	Giving advice for students with disciplinary problem		
19	Punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation.		
20	Hold discussion with parents to follow up the behavior of their students.		
21	Pursued students not to mismanagement their education and seek solution along with parents to dropped out students		

III. In this part of the questionnaire put “√” mark under the number which indicates the level of your agreement/ disagreement.

The following are a set of statements about the Socioeconomic factors that hinders PTAs leadership role in Primary schools. Below are some of the lists of major factors for low participation of the PTA members. (Please rank the items according to their contribution. Indicate the most serious problem first and the last problem last. (1=Very low, 2= low, 3=Medium, 4=high, 5= Very high)

Please respond by marking (“X” or “√”) against the response you think most appropriate.

What are other factors that affect the Role of PTA in your school? Please write down if others

S.No.	Challenges	Degree of participation				
		strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
22	Poor economic background/living status					
23	Lack of skill and knowledge about their roles and responsibilities					
24	Busy to do a living job of family /long distance/					
25	Lack of leadership skills and competence					
26	Lack of acceptance in the community					
27	Negative attitude of principal towards PTA					
28	Lack of respect from their family and community					
29	Lack of commitment and willingness					
30	Lack of time to take part in social life like Idir					
31	Poor communication with the school					
32	Inconvenient meeting time					
33	Absence of incentives to PTAs					

IV. Strategies to enhance effective participation of PTAs

S.No	Strategies	Degree of participation				
		strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
34	Select dedicated individuals from the community					
35	Providing training to principal					
36	Making aware of their specific roles and responsibilities					
37	Scheduling meetings at the right time and place					
38	Arrange regular communication with the parents					
39	Recognition for best performances					

What are the possible solutions, you suggest, that help to alleviate the observed problems?

Thank you!!

APPENDIX-II**HARAMAYA UNIVERSITY****COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES****DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT****Interview guide to CRC Supervisor, WEO, PTAs**

1. Are PTA members in involved in the managerial activity of the school?

How often? In planning, decision making indiscipline management etc.

2. How much does the school supervisor support the PTA to implement their roles?

3. What are the practices of PTA in school improvement in primary Schools under your supervision?

4. Which roles of PTA are focused more by the school supervisor?

5. To what extent does PTA contribute in school improvement in primary Schools under your supervision?

6. What are the major challenges that hinder the PTA practices in school leadership in your primary schools under your supervision?

7. What measures should be taken to improve the PTA practices in school leadership in your school?

APPENDIX-III**HARAMAYA UNIVERSITY****COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES****DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT****Focused group discussion guide to Principals, PTAs, and KETB members**

1. How do PTA members play their roles to enhance effective school leadership in your school?
2. How do you judge the communication of your school Parent teachers? Do you think PTA play role only with regard to reducing drop outs and in improving enrollment?
3. What effort is made to support PTA to carry out their responsibilities?
4. What is the role of PTA in resource mobilization (financial, material, labor?) Do they play their role efficiently?
5. What are the main problems that thwart PTA member from carrying out their responsibilities?
6. Is there a fixed meeting schedule for PTA? How often? What do they discuss? How fruitful are the results of meeting
7. Do PTAs involve themselves in the management of school discipline?
8. What measures should be taken to improve the Leadership Role of PTA?

Thank you!!