

MEKELLE UNIVERSITY



INSTITUTE OF PEDAGOGICAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE PRACTICE OF PARENT-TEACHER ASSOCIATION(PTA)
IN DISCHARGING ITS DUTIES AND RESPONSIBILITIES AT
TSEHAYMEWCHA PRIMARY SCHOOL, DELANTA WOREDA,
AMHARA RIGION**

BY

GIRMA GETAHUN WONDE

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**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT, INSTITUTE OF
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INPARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
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List of acronyms

PTA Parent Teacher Association

SS Students

TT Teachers

MOE Minister of Education

USAID United States Agency for International Development

ANRS Amhara National Regional State

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Abstract

This study focused on the practice of PTA in discharging its duties and responsibilities at Tsehay Mewcha Primary School in Delanta Worda, Amhara Region. This study included 37 participants of which 7 members were from PTA, 10 from teachers, 20 were from students of the upper grade level. The PTA members were selected using purposive sampling technique and the other teachers and students were selected using simple random sampling technique.

The data were gathered through questionnaire, interview and focus group discussion and were analyzed quantitatively and qualitatively.

The research finding indicates that PTA is not discharging its duties and responsibilities effectively.

It also identified the factors that affect PTA not to discharge its duties and responsibilities such as lack of training, knowledge, skill budget, attitudes, awareness, commitment and willingness, experience and shortage of time... etc were greater factors for failure of PTA. Further more, PTA did not get enough means of motivation, technical supports from the school leader.

The research, therefore, recommends the solutions such as giving capacity building, promoting motivation system, and other technical supports from the school and other stake-holders to alleviate the problem.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is one of the means that helps the human being to transfer its experience, knowledge and scientific innovation to the new generation. As Graham, (1978: 6) stated “education is in a way of developing desirable habits, skills and attitudes which makes an individual a good citizen, that will be able to participate in the overall development of the society.”

Therefore, educated citizens are important for economic, social, cultural and political development of any society. From this, we can understand that for a country’s development the people must be educated. This reflects that without education no one country has been developed. Due to this reason, many nations in the world have been taking strong measures and giving special attention for education to fight against poverty and illiteracy.

Ethiopia for the past some years has done many activities to provide quality education for all and introduce the new decentralized educational administrative system. According to the Amhara National Regional State Education Bureau Training Module (1996: 61), decentralize educational administrative system has the following advantages.

- It develops community participation and encourages self-reliance at local level;
- It encourages working with governmental and non-governmental organization cooperatively;
- It enables to gain additional resources from local community to support education;
- It reflects the need of local community and reduce the central government budget which donated to the local community;
- Authority can be divided with responsibility and accountability towards the lower level; etc.
- This indicates that the new decentralized educational administrative system has brought many school supportive structures. Through this; school supportive structure, the principle of decentralized educational management has been realized, the community has been involved directly in educational affairs.

Therefore, the most known school supportive structure is Parent Teacher Association (PTA) which has been introduced since 1994 EC, in a new form. This parent Teacher Association (PTA) has been established in each school as one of the main school supportive structure. PTA in each school has its own duties and responsibilities in order to carry out and support the teaching learning process properly.

1.2 Statement of the problem

The parent teacher association is one of the school supportive structures which is organized at school level to further strengthen the relationship between parents and teachers. USAID School Leadership training manual, (2008:22) clearly summarizes that the role of parent teacher association (PTA) enables to actively participate in the teaching learning process and jointly seek remedial solution to the problem encountered. Likewise, it enables teachers to take part in other co-curricular activities apart from teaching. The consolidation of this association would have a significant contribution to the enhancement of the quality and the provision of education.

This indicates that Parent Teacher Association (PTA) plays a very important role in the academic and administrative activities of the school. It serves as a bridge to connect the school and the community and facilitate community participation in school affairs.

According to the Amhara National Regional State Education Bureau, Educational Management and Organization, Community Participation and Finance Directive, (1994 E .C.: 85) ‘ the PTA is accountable to parent teacher council. Its terms of office would be three years, however, the council can appoint or remove its members at any time as per the situation. ‘Due to this rule, the structure of PTA rearranged itself every three years by selecting new members.

The structure of PTA has been functional at Delanta woreda specifically at Tsehaymewcha Primary School from 1994-2002 E.C. During this time, the PTA was discharging its duties and responsibilities effectively and it improved the school by accomplishing many things.

However, after 2002 E.C. the movement of parent teacher association (PTA) has been declined at Tsehaymewcha Primary School. All members of PTA have not discharged their duties and Responsibilities, the structure of PTA has not been well functional too. Because all members of PTA were not attending regular meeting to make decision on the school issues. They have not been willing to solve the problem encountered among the teachers and students and other related school issues. PTA has not played a decisive role for the establishment of good relationship between parents and schools, because of this, the school could not get appropriate supports. Furthermore, PTA has not facilitated community participation and PTA members have not taken the responsibility to participate in decision making and problem solving process of the school. This shows that the members of PTA have not developed a sense of partnership of the school.

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

If this problem continues for long time without giving remedial solution, it may affect directly the students who learn at school. The students may not get appropriate knowledge, skill and ethics; Because of this, they cannot be competing with others. The problem may also bring a negative impact on the local community and country's economy. In addition to this, it affects the effort of the government and stake -holders to provide quality education for all.

Consequently, the main agenda of this study targeted to examine the problems that affect PTA members (why they have not discharged their duties and responsibilities effectively). Beside to this, it was intended to forward possible solution for the problem so as to alleviate the existing problem of PTA.

1.3 Research Questions

This study intended to answer the following basic questions:

- 1.3.1. What is the cause of the problems that hinder PTA members to discharge their duties and responsibilities?
- 1.3.2 .To what extent does the school motivate PTA in discharging its duties and responsibilities?
- 1.3.3. What measures should be taken to alleviate the existing problems?
- 1.3.4 .Do the PTA members have sense of school partnership to support the school?
- 1.3.5. What mechanism or approaches should be used to motivate PTA members to discharge their duties and responsibilities?

1.4 Objectives of the Study

The purpose of this study was to investigate the actual practice of PTA in discharging its duties and responsibilities. In a nutshell, in line with the main objective the following specific objectives were driven.

- 1.4.1. To identify the main cause of the problem;
- 1.4.2. To find out the possible solution of the problem;
- 1.4.3. To encourage the PTA members to discharge their duties and responsibilities;
- 1.4.4. To increase the effectiveness of PTA in supporting the school;
- 1.4.5. To enhance the quality of education through PTA's support.

1.5 Significance of the Study

This study will have the following advantages.

1. PTA members will be aware of their strong and weak parts in discharging their duties and responsibility so that they may strive to improve themselves for the next three years.

2. Educational institution (wereda education office and schools) can use the result so that they can take correct measures that will be used to improve PTA performance.

3. It may help other researchers as a springboard to conduct further research.

1.6 Delimitation

This study focused on identifying the factors that affect the practice of PTA in discharging its duties and Responsibilities at Tsehaymewcha Primary School in Delanta woreda, Amhara Region, in 2004 E.C. It was mainly delimited to the PTA members and some selected school leaders. Of course, Tsehaymewcha Primary School is not exceptional from any other Amhara Region Primary schools. However, the researcher has delimited the study in this area and the target population due to the following reasons: first, the researcher works there and directly has, to some extent, observed the real problems that are encountered. Secondly, the researcher has a limited capacity with respect to time and recourse to cover wide area. Therefore, the researcher has delimited both in accordance of depth and scope into simple manageable size.

1.8 Limitation of the study

The researcher faced the following problems while conducting the research.

- There was shortage of reference books in the study area
- Time constraints
- Getting information was limited due to interviewees un willingness

These might have a negative impact for quality of the research. But it didn't prevent the researcher to come to the end.

1.8 Definition of Key Terms

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

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

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

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

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

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

1.9 Research Design and Methodology

As the main objective of this study was to identify the factors that deter PTA members from discharging their duties and responsibilities, and to identity the root cause of the problem, the appropriate methodology chosen was the descriptive survey method.

The researcher insisted on using the descriptive survey method to undertake the study for the following reasons. Firstly, survey method is always more applicable in most research fields like social sciences than experimental research. Secondly, the nature of the research itself needs wide range of data which can be gained through questionnaire, interview, and focus group discussion. Danle, (2004: 44) argues that descriptive survey research is more appropriate according to the following reasons:

- It is easier to generalize finding to the real world setting;
- It is efficient in terms of gathering large amount of data;
- It is also easy to guarantee respondents' anonymity, especially with pencil and paper.

1.9.1 Target Population

According to the Amhara National Regional Government Education Bureau, Educational Management and structure, Community Participation and Finance Directive; there are (7) seven members of Parent Teacher Association (PTA) at the school level under the study. Besides this, there are twenty-seven (27) teachers and two hundred (200) students in the upper grade level,

(i.e. grade seven and grade eight). Totally, there are two- hundred thirty- four (234) target populations in the school.

1.9.2 Sample Size

The researcher has taken the sample size from the population who inhabit in the target residence (at Tsehaymewcha Primary School). The sample size incorporated PTA members, students and teachers. The detail is presenting in the preceding section one by one.

1. PTA members: there are seven members of PTA as the school level; from these total members the researcher has taken the whole population as a sample. The reason why the researcher confined the whole population is that the number of the population can be easily managed by him as; the participants' voluntariness has been confirmed.

2. Teachers: out of twenty-seven (27) teachers, ten (10) or 37% them where taken in order to get sufficient information.

3. Students: from the total number of students sixty (60) or 30% of them were selected for the study.

1.9.3 Sampling Technique

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

- 1. Purposive sampling: this technique was utilized for selecting the sample from PTA members.** The reason why the researcher focused on this: firstly, the total number of pupation is not beyond his capacity in line with resources, manpower and time due to their limited number. Secondly, the technique is free from personal bias and it might avoid ethical problems. As Yallew, E. (2004:132) argues that even though, purposive sampling method is determined by the researcher accordance with the purpose of his study, it always gives width and depth information from the targeted sources.

2 Simple Random Sampling: by carrying out this technique, the researcher assigned representative from the students' and teachers population. In view of this, 'N' and 'n' were incorporated in order to utilize the implementation. In nutshell, 'N' stands for number of population where as 'n' stands for the sample/ representative. Subsequently, to illuminate this, Wiley, J & Sons, (2004:27) state 'If we have a population of N items from which a sample of n is to be drawn and we choose the n items in such a way that every combination of n items has an equally likely chance of being chosen, then this is called a simple random sample.

1.9.4 Data collection Instruments

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

- 1. Questionnaire:** The questionnaire would be prepared in the form of both open and closed ended question which helps the researcher to gain unlimited use full information from the respondents. Concerning with the participants' educational background, the questionnaire will be translated into the target language of them (Amharic Language). Because the researcher has a great assumption of which this exactly alleviate the barriers of communication in line with the participants' limited capacity of English language proficiency.

The variant feature of the questionnaire is its validity and reliability, so attention was given for these issues by fulfilling certain criteria. The questionnaire was prepared carefully then after delivered to well experience persons in order to evaluate its appropriateness and quality related to ambiguity and clarity. The second phase is the questioner was distributed to the respondents by the researcher of actual presence in their residence.

- 2. Interview:** According to different scholars interviews are various types and used in various situations (both qualitative and quantitative research). For instance, as to Gay and Airsian (2000); Kumar (1996); Nunan (1992) and Leonard (2003), interviews vary in number of ways. They may be unstructured, semi-structured or structured.

Nevertheless, having various types of interview, the researcher has selected the semi-structured one. Therefore, data gathering techniques were prepared in the form of semi-structured question

to be answered by some selected PTA members and school leaders to get detail information about the problem.

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

1.9.5 Data analysis

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

1.10. Organization of the Study

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

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Definition of PTA

What is PTA?

Parent- Teacher Association is one of the most fundamental school supportive systems. Hence, Professor Abdullahi Sh., (1996) clearly stated that Parent-Teacher Associations consist of parents of students of a particular school and the schools' teachers forming a group with the objective of improving the running of such school.

2.2 THE ORIGIN OF PTA

American organization concerned with the educational, social, and economic well-being of children. The PTA was founded on Feb. 17, 1897, as the National Congress of Mothers; membership was later broadened to include teachers, fathers, and other citizens. There are 52 state branches, including one in the District of Columbia and one in Europe to serve American dependents on military bases. Within the national framework, local PTA's have a large measure of autonomy with which to design their own programs. (Adapted from 'Encyclopedia Britannica' (2010): PTA Congress)

2.3 How PTA was formed in Ethiopian Schools

According to the Ethiopian Federal Democratic Republic Government, Ministry of Education (MOE), Educational Management Organization Community Participation and Finance Directive (1994) PTA is formed by Parent -Teacher Council by selecting volunteer individual members those who have a good acceptance in the community. Because of this fact, PTA is accountable for Parent- Teacher Council; its terms of office would be three years. However, the council can

appoint or remove its members at any time as per situation. As the assumption of the previous manifesto/principle, we can perceive that the Parent-Teacher Association members are elected per three years by their own good personal position, ability power to guide particular school activities, and to mobilize the community on any educational activities to maintain the effectiveness of the school. In contrast, the PTA members can be voided; henceforth, other counterpart can be assigned/appointed by Parent-Teacher Council. In nut shell, the reason why their replacement directly related with lack of feasibility and trust. Furthermore, they might be docility in line with calling up on amenable improvement or change, they have to be got ride off.

2.3.1 Reasons for the Establishment of PTA at the School Level

A number of factors may have been forwarded for the establishment of Parent- Teacher Association (PTA) at school level. The Amhara National Regional State Education Bureau Educational Management Organization Community Participation and Finance Directive, (1994) suggests certain reasons directly contributed the occurrence of PTA. For instance, in the former Educational Organization a number of Committees were formed at the school level in order to create conducive atmosphere for the community, specially, for parents to be active participant in educational activities.

On condition that the organized parent committees or school committees well performed, they have certain constraints. These are:

- They did not have a brief and precise short and long term Objectives;
- The given duties were focused on administrative issues rather than teaching learning process.
- The structures did not encourage the horizontal relationship of the community and the school;
- The schools did not got any invaluable support either from the parents or the community; apart this, the schools also could not offer any possible contribution for the community.

Therefore, in order to adjust such types of barriers, the government has confined the Parent-Teacher Association to Educational Organization in a new form.

2.3.2 Objectives of Parent-Teacher Association (PTA)

Even though PTA has a global theme objectives, from one country to another, the objectives of PTA has slight difference in terms of educational polices and strategies. Hence, in Ethiopia, both in urban or rural schools PTA address the same purpose which makes congruence and a harmonious with the world- wide one. As USAID training Guide entitled ‘Woreda and School Leadership Training Manual’2008: 22, has illustrated the following assertive objectives.

1. Strengthening the relation between parents and schools, enhance community participation in educational activities;
2. Creating favorable learning environment in the school;
3. Promoting a cultured relation between teachers and students in which the former understand the problem the latter and offer them the necessary academic psychological support.

2.4 The Parent- Teacher Council

The Parent-Teacher council has played a decisive role for the establishment of PTA at school level. The council is assembling its member three times a year (at the beginning, middle and at the end of the year). By this council the members of PTA is appointed, it will give a possible recommendation for the problem encountered, and the council also remove the members those who have not discharged their duties and responsibilities, subsequently, appointed the new one,(ibid:28).

2.5 The Role of PTA

As USAID Training Manual entitled Woreda and School Leader Ship, (2008:21), Parent-Teacher Association (PTA) is organized at school level to further strengthen the relation between parents and teachers. It enables parents to actively participate in the teaching-learning process and jointly seek remedial solutions 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. Beside professor Abdullahi, Sh, (1996) perceive that ‘the role of Parent-Teacher Association as an instrument of community participation in education’. Behalf of his saying, it implies that PTA participation in school play a pivotal role concordance with the best way a community can participate on matters of effecting education. On the other hand, according to Resources Material for Better School Leadership, (1993:357) asserts that PTA is an important sources of financial and material support essential for the development of school. Similarly, it can be source of resource persons to help in a wide variety of school projects.

The Parent-Teacher Association (PTA) works in close collaboration with the school administration to make the ideal places, and to produce disciplined and capable citizen. In addition, it strives to alleviate the problems of teachers and creates favorable conditions where by the teachers properly execute their responsibilities.

In general, PTA is expected to contribute a great deal in the academic and administrative activities of schools. It plays a facilitation role in coordinating the efforts of school and the community.

(Sources: *Amhara National Regional State Education Bureau, Educational Management Organization Community Participation and Finance Directive 1994.*)

2.6 Duties and Responsibilities of the Parent Teacher Association (PTA)

THE USAID/CSPP (2008:23 states that the PTA shall have the following duties and responsibilities:

- Equip students with good ethical values,
- Encourage students not to disrupt their education and sees solution along with parents to students who had already quit class,
- Ensure that teachers and the school directors are properly executive their teaching, and managing responsibilities,
- Advise and correct those teachers who failed to discharge their duties properly;
- Refer to the director those teachers who could not be corrected through advice along with a punishment proposal,

- Ensure that teachers are teaching in accordance with the interest, demand and rights of their students,
- Make sure that the program of the school are properly implemented according to the schedule; provide the necessary support to the implementations of the program;
- Advice and reprimand students with disciplinary problems, punish those students who could not desist from their wrong doings', and submit dismissal proposal to the director. Follow up the implementation of the decision,
- Parents' representatives in the PTA, conduct teachers' performance evaluation,
- In consultation with director, give incentives to teachers and other staff members with an exemplary performance,
- Mobilize community and raise fund,
- Organize parents' day once or twice in a year,
- Manage and administrate school finance, etc.

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION

3.1 GENERAL CHARACTERISTICS OF RESPONDENTS

Table 1: General Characteristics of Respondents

| | Character | GROUP OF RESPONDANTS | | | | | | | | | | | | | | |
|---|-----------------------|----------------------|---|---|---|----------|---|----|---|----------|----|----|---|-------|----|----|
| | | PTA members | | | | Teachers | | | | Students | | | | Total | | |
| | | M | F | T | % | M | F | T | % | M | F | T | % | M | F | T |
| 1 | Sex | 7 | - | 7 | | 6 | 4 | 10 | | 24 | 36 | 60 | | 37 | 40 | 77 |
| 2 | Age 12-18 | | | | | | | | | 24 | 36 | 60 | | 24 | 36 | 60 |
| | 19-25 | | | | | 4 | 4 | 8 | | | | | | 4 | 4 | 8 |
| | 26-32 | | | | | 2 | - | 2 | | | | | | 2 | - | 2 |
| | 33-39 | | | | | | | | | | | | | - | -- | - |
| | 40-46 | 4 | - | 4 | | | | | | | | | | 4 | - | 4 |
| | Above 47 | 3 | - | 3 | | | | | | | | | | 3 | - | 3 |
| 3 | Service 2-4 | 7 | - | 7 | | | | | | | | | | 7 | - | 7 |
| | 5-7 | | | | | 1 | 1 | 2 | | | | | | 1 | 1 | 2 |
| | 8-10 | | | | | 3 | 2 | 5 | | | | | | 3 | 2 | 5 |
| | Above 11 | | | | | 2 | 1 | 3 | | | | | | 2 | 1 | 3 |
| 4 | Education level G 7-8 | 7 | - | 7 | | | | | | 24 | 36 | 60 | | 31 | 36 | 67 |
| | G 9-12 | | | | | | | | | | | | | - | - | - |
| | Certificate | | | | | 1 | - | 1 | | | | | | 1 | - | 1 |
| | Diploma | | | | | 5 | 3 | 8 | | | | | | 5 | 3 | 8 |
| | Degree | | | | | - | 1 | 1 | | | | | | - | 1 | 1 |

3.2 RESULT OF PTA MEMBERS, TEACHERS AND STUDENTS'QUESTIONNAIRE

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

1. The Assignment of PTAs' member and their duties
2. The major roles and responsibilities of PTA
3. Factors that affects PTA members in discharging their duties and responsibilities
4. Types of treatment to reduce the problem
5. The mechanism used to motivate PTA members

Table2. Perception of respondents on establishment of PTA

As indicated in the above table, item1,7(100%) of PTAmembers,9(90%)of teachers and 51 (85%)

| No | Item | Opinions | Respondents | | | | | | | |
|----|---|----------|-------------|-----|---------|----|---------|----|-------|----|
| | | | PTA | | Teacher | | Student | | Total | |
| | | | NR | % | NR | % | NR | % | NR | % |
| 1 | Has PTA been established according to the guide line in you school? | Yes | 7 | 100 | 9 | 90 | 51 | 85 | 67 | 87 |
| | | No | - | 0 | 1 | 10 | 9 | 15 | 10 | 16 |
| 2 | Do you know PTA's duties and responsibilities | Yes | 3 | 43 | 5 | 50 | 21 | 35 | 29 | 38 |
| | | No | 4 | 57 | 5 | 50 | 39 | 65 | 58 | 62 |

of students ,totally 67(87%)respondents were clearly stated that PTA has been established according to the guideline, where as 1(10%)of teacher 9 (15%) of students ,totally 10(13%) of the respondents were responded that PTA was not established as the normal states. From this, we can conclude that most of the respondents have the information about the establishments of PTA at their school.

In the same table, 3(43%) of PTAmembers5 (50%) of teachers and 21(35%)of students ,totally,29(38%)of the respondents said that they know the duties and responsibilities. In contrast, 4(57%) of PTA members 5(50%) of teachers and 39 (65%)of students ,totally 58(62%)of the participants confirmed that they did not know PTA's duties and responsibilities.

From this analysis, one can infer that the majority of respondents did not know what PTA did at the school level and what responsibilities have the PTA members to manage and lead the school.

This indicates that it may not be expected that the PTA members committed their roles unless they know their duties and responsibilities clearly.

| No | item | Option | Respondents | | | | | | | |
|----|--|--------|-------------|----|---------|----|---------|----|-------|----|
| | | | PTA | | Teacher | | student | | Total | |
| 1 | Has PTA discharged the following major roles at your school? | | NR | % | NR | % | NR | % | NR | % |
| A | Mobilizes the community and raises fund | yes | 3 | 43 | 2 | 20 | 33 | 55 | 38 | 49 |
| | | no | 4 | 57 | 8 | 80 | 27 | 45 | 39 | 51 |
| B | Strengthen the relationship of parents and school | yes | 2 | 29 | 2 | 20 | 24 | 40 | 28 | 36 |
| | | no | 5 | 71 | 8 | 80 | 36 | 60 | 49 | 64 |
| C | Manages sand administrates school fiancé. | yes | 2 | 29 | 4 | 40 | 24 | 40 | 30 | 39 |
| | | no | 5 | 71 | 6 | 60 | 36 | 60 | 47 | 61 |
| D | Returns back dropout students | yes | 2 | 29 | 5 | 50 | 27 | 45 | 34 | 49 |
| | | no | 5 | 71 | 5 | 50 | 33 | 55 | 43 | 51 |
| E | Monitoring the teaching learning process | Yes | 2 | 29 | 4 | 40 | 24 | 40 | 30 | 39 |
| | | No | 5 | 71 | 6 | 60 | 36 | 60 | 47 | 61 |
| F | Prepares and implements the school annual plan. | Yes | 2 | 29 | 4 | 40 | 12 | 20 | 18 | 35 |
| | | No | 5 | 71 | 6 | 60 | 48 | 80 | 59 | 65 |
| G | Working on teachers and students discipline | Yes | 1 | 14 | 4 | 40 | 18 | 30 | 23 | 30 |
| | | No | 6 | 86 | 6 | 60 | 42 | 70 | 54 | 70 |
| H | Giving solution for the problems encountered | Yes | 5 | 71 | 3 | 30 | 20 | 34 | 28 | 36 |
| | | No | 2 | 29 | 7 | 70 | 40 | 66 | 36 | 64 |
| I | Conduct teachers' performance evolution. | Yes | 2 | 29 | 4 | 40 | 24 | 40 | 30 | 39 |
| | | No | 5 | 71 | 6 | 60 | 36 | 60 | 47 | 61 |
| J | Evaluate the implementation of school plan | Yes | 3 | 43 | 3 | 30 | 15 | 25 | 23 | 30 |
| | | No | 4 | 57 | 7 | 70 | 45 | 75 | 54 | 70 |

| | | | | | | | | | | |
|---|---|-----|---|----|----|-----|----|----|----|----|
| 2 | Do you think that PTA members properly discharge their duties and responsibilities? | Yes | 1 | 14 | - | 0 | 14 | 30 | 15 | 19 |
| | | no | 6 | 86 | 10 | 100 | 46 | 70 | 62 | 81 |

Table 3: major roles and responsibilities of PTA

As clearly demonstrated in table 3, shows the extent in which PTA'S commitment and efforts to discharge major roles at school level. Regarding item A , 3(43%)of PTA members ,2(20%)of teachers ,33(55%)of students respondents were responded that PTA was mobilize the community and raised fund,whereas,4(57%)of PTA members,8(80%)of teachers, and 27(45%)of students respondents were responded that PTA did not do the task.

Concerning item B,2(29%)of PTA members,2(20%)of teachers and 24(40%)of student respondents were said that PTA was strengthen the relationship of parents and school ,while,5(31%)of PTA members,8(80%)of teachers and36(60%)of student respondents were responded that PTA did not strengthen the relationship of parents and school.

In item C, 2(29%) of PTA members, 4(40%) of teacher and 24 (40%) of students respondents were agreed that PTA was manage and administrates school finance, in contrast, 5 (71%) of PTA 6(60%) of teachers, 24(40%) Of students respondents were responded that “no”. concerning item D, 5(71%) of PTA members, 5(50%) of teacher and 33(55%) of student respondents were confirmed that PTA was not return back drop out students.

In the same table regarding item E, 5(71%) of PTA members, 6(60%) of teachers and 36(60%) of students respondents were agreed that PTA members monitoring the teaching learning process. Besides to this, item F, 5(71%) of PTA, 6(60%) of teachers and 48(80%) of student respondents responded that PTA prepares and implement the school annual plan. Concerning item G, 6(86%) PTA members, 6(60%) of teacher and 42(70%) of students respondents agreed that PTA members did not work in students and teachers discipline.

Item H, 2(29%) of PTA members, 7 (70%) of teachers and 40(66%) of students respondents responded that PTA was not give solution for the problem in encountered. While, concerning

teachers performance evaluation, 5 (71%) of PTA members 6, (60%) of teachers 36(60%) of students respondents confirmed PTA was not conduct teachers' performance evaluation.

More over this, regarding item J, 4(57%) of PTA members, 7(70%) teacher and 45(75%) of student respondents believed that PTA was not evaluate the implementation of the school plan. While, 3(43%) of PTA, 3(30%) of teacher and 15(25%) of students respondents said that "no"

In the same table, item 2, the researcher asked the participants to ascertain whether the above major duties are set out properly or not by PTA members. From the total participants 1(14%) of PTA members and 16(30%) of students' totally respondents were responded that PTA members have discharged their duties properly. Meanwhile, 6(86%) of PTA members, 10 (100%) of teachers and 44(70%) of students totally 62(81%) of the participants replied that PTA members did not committed their roles as expected.

Form the analysis; we can summarize that when we compared the actual practice with the given mission and the outcome. PTA has not discharged their duties and responsibilities as the school level effectively. The above ten decisive roles are the essence of duties and it is also the day to day activity of PTA. This implies that the structure of PTA was malfunctioned.

Table 4: factors that affect PTA members.

| No | item | Option | Respondents | | | | | | | |
|----|--|--------|-------------|----|---------|----|---------|----|-------|----|
| | | | PTA | | Teacher | | student | | total | |
| 1 | Are the following factors affect PTA members to discharge their major roles? | | NR | % | NR | % | NR | % | NR | % |
| A | Lack of knowledge and awareness | yes | 5 | 71 | 9 | 90 | 48 | 80 | 62 | 80 |
| | | no | 2 | 29 | 1 | 10 | 12 | 20 | 15 | 20 |
| B | Not being able to get training and budget | yes | 4 | 57 | 7 | 70 | 45 | 75 | 56 | 72 |
| | | no | 3 | 43 | 3 | 30 | 15 | 25 | 21 | 28 |
| C | Shortage of ample time | yes | 4 | 57 | 9 | 90 | 48 | 80 | 61 | 79 |
| | | no | 3 | 43 | 1 | 10 | 12 | 20 | 16 | 21 |
| D | Unable to engage to design the school plan | yes | 5 | 71 | 6 | 60 | 36 | 60 | 47 | 61 |
| | | no | 2 | 29 | 4 | 40 | 24 | 40 | 30 | 39 |
| E | Lack of commitment and willingness | Yes | 3 | 43 | 6 | 60 | 45 | 75 | 54 | 70 |
| | | No | 4 | 57 | 4 | 40 | 15 | 25 | 23 | 30 |
| F | Have not skill and experience | Yes | 5 | 71 | 9 | 90 | 48 | 80 | 62 | 80 |
| | | No | 2 | 29 | 1 | 10 | 12 | 20 | 15 | 20 |
| G | Lack of acceptance in the community | Yes | 1 | 14 | 8 | 80 | 39 | 65 | 48 | 62 |
| | | No | 6 | 86 | 2 | 20 | 21 | 35 | 29 | 38 |
| H | All can be the answer | Yes | 5 | 71 | 6 | 60 | 33 | 55 | 48 | 62 |
| | | No | 2 | 29 | 4 | 40 | 27 | 45 | 29 | 38 |

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

Regarding item C. 4(57%) of PTA members ,9(90%) of teachers and 48(80%) students, totally 57(72%) of the respondents agreed that shortage of ample time was the factors that affect PTA's duties. On the other hand item D, 5(71%) of PTA members 6(60%) of the teachers and 36(60%) of the student respondents responded that factors such as, un able to engage to design the school plan was PTAS duties ,while item E, 3(43%) of PTA members ,6(60%) of teachers respondents agreed that lack of commitments and willingness were the barriers for PTA members. Beside to this, item G 1(14%), 8(80%) and 39(65%) of PTA members, teachers, and students respectively agreed that lack of acceptance in the community was one factor for the weakness of PTA.

From this analysis one can conclude that factors in line with Knowledge and awareness, pivotal training, time and budget allocated, impartial commitment and willingness, acceptance in the community, skills and experiences and harmonious cooperation were the problems. Due to the presence of the above barriers, the PTA members have not discharged their roles and responsibilities effectively.

Table5. Types of treatment to reduce the problem

| No | item | Option | Respondents | | | | | | | |
|----|--|--------|-------------|-----|---------|----|---------|----|-------|----|
| | | | PTA | | Teacher | | student | | total | |
| 1 | What type of treatment should be employed to eliminate or reduce the serious of the above problems | | NR | % | NR | % | NR | % | NR | % |
| A | Giving capacity building training | yes | 7 | 100 | 7 | 70 | 50 | 83 | 64 | 83 |
| | | no | - | 0 | 3 | 30 | 10 | 57 | 13 | 17 |
| B | Promote motivational system. | yes | 7 | 100 | 8 | 80 | 39 | 65 | 54 | 70 |
| | | no | - | 0 | 2 | 20 | 21 | 35 | 23 | 30 |
| C | Provision of financial and technical support | yes | 5 | 71 | 8 | 80 | 36 | 60 | 49 | 64 |
| | | no | 2 | 29 | 2 | 20 | 24 | 40 | 28 | 36 |
| D | Select strong mediators. | yes | 4 | 57 | 9 | 90 | 45 | 75 | 58 | 75 |
| | | no | 3 | 43 | 1 | 10 | 15 | 25 | 19 | 25 |
| E | Plan, act, and evaluate together | Yes | 6 | 86 | 5 | 50 | 39 | 65 | 50 | 65 |
| | | No | 1 | 14 | 5 | 50 | 21 | 35 | 27 | 35 |
| F | Build relationship, trust creditability and sense of ownership. | Yes | 5 | 71 | 6 | 60 | 30 | 50 | 41 | 53 |
| | | No | 2 | 29 | 4 | 40 | 30 | 50 | 36 | 47 |
| G | Assigning and monitoring PTA's progresses | Yes | 7 | 100 | 7 | 70 | 42 | 70 | 56 | 73 |
| | | No | - | 0 | 3 | 30 | 18 | 30 | 21 | 27 |
| H | Scale up its good progress. | Yes | 4 | 57 | 5 | 50 | 24 | 40 | 33 | 43 |
| | | No | 3 | 43 | 5 | 50 | 36 | 60 | 44 | 57 |
| i | Create smooth relationship with various stakeholders | YES | 3 | 43 | 6 | 60 | 33 | 55 | 42 | 55 |
| | | no | 4 | 57 | 4 | 40 | 27 | 45 | 35 | 45 |
| J | All are amenable. | yes | 5 | 71 | 7 | 70 | 30 | 50 | 42 | 55 |
| | | no | 2 | 29 | 3 | 30 | 30 | 50 | 35 | 45 |

As indicated in the above table item 1, the researcher asked the respondents to show which types of treatment should be used to avoid or reduce the factors that affect the PTA in discharging its duties and responsibilities. In item A, 7(100%) of PTA members, 7(70%) of the teachers and 50(83%), of students, totally 64(83%) of the respondents believed that giving capacity building training is the best treatment to minimize factor that affect PTA members, while, item B, 7(100%) of PTA members, 8(80%) of teacher, 39(65%) of the students, totally 54(70%) of the respondents said that promoting motivational assistance is the best treatment to minimize the factor that affect PTA members in committing their duties and responsibilities.

Regarding item C and D, totally 49(64%) and 58(75%) of the respondents agreed that provision of financial and technical support, select strong mediator respectively are better treatment to reduce the problems that affect PTA members, while item E and F 50(65%) and 41(53%) of the respondents responded that plan, act and evaluate together and build relationship, trust creditability and senses of ownership respectively are useful mechanisms to eliminate or reduce the serious of the above problems.

In addition to this item G and I 41(53%) and 41(53%) of the respondents assured that assigning and monitoring PTA's progress and create smooth relationship with various stakeholders respectively are become valuable treatment to minimize the factors that affect PTA members in committing their duties and responsibilities.

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

Table 6. Possible assistance to empower PTA

| No | item | Option | Respondents | | | | | | | |
|----|---|--------|-------------|-----|---------|-----|---------|----|-------|----|
| | | | PTA | | Teacher | | student | | total | |
| | | | NR | % | NR | % | NR | % | NR | % |
| 1 | In your view, have the PTA members received any support from school leader to discharge their duties and responsibilities? | yes | - | 0 | 3 | 30 | 33 | 55 | 36 | 47 |
| | | no | 7 | 100 | 7 | 70 | 27 | 45 | 41 | 53 |
| 2 | Does PTA get any means of motivation from the school? | yes | 2 | 29 | 1 | 10 | 25 | 41 | 28 | 36 |
| | | no | 5 | 71 | 9 | 90 | 35 | 59 | 49 | 64 |
| 3 | If you say “yes” for question No. ‘2’, do you think that the means of the motivation is enough to encourage PTA members to discharge their duties and responsibilities? | yes | - | 0 | - | 0 | 6 | 17 | 26 | 15 |
| | | no | 2 | 100 | 1 | 100 | 30 | 83 | 33 | 85 |

The above table displays item1, the researcher asked the participants to know the effort of the school leaders how to supports the PTA. Concerning this question, 3(30%) of the teacher and 33 (55%) of students, totally 36(47%) of respondents responded that PTA received support from the school leaders where as 7(100%) of the PTA members, 7(70%) of teachers and 27(45%) of students totally 41(53%) of the participants responded that PTA did not received any support.

From this analysis we can summarized that the school leaders have responsibilities to build the capacity of PTA members, supporting PTA by giving moral values and materials, providing feasible feedback on their progress. Acknowledging and recognizing for their contribution and their performance etc. However, the school leaders had not performed for the past three years. Due to the lack of support from the school leaders, PTA numbers did not discharged the given duties and responsibilities effectively.

In the same table item 2, the researcher asked the participants did the PTA members get any means of motivation from the school,2(29%) of PTA members,1(10%) of teachers and 25(41%) of the students totally 28(36%) of the respondents confirm that PTA got a certain incentives

from the school, on the other hand, 5(71%) of PTA members,9(90%) of teachers ,35(59%) of students, totally 49(64%) of the respondents assert that PTA did not get any incentives from the school. We may propose from the analysis, motivated PTA members help the school survive, motivated *PTA* members more effective in their tasks. However, the school did not provide a means of motivation to motivate them. Because of this problem, PTA members hardly performed their tasks.

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

Table7: Approaches to motivate PTA

| No | item | Option | Respondents | | | | | | | |
|----|---|--------|-------------|-----|---------|----|---------|----|-------|----|
| | | | PTA | | Teacher | | student | | total | |
| 1 | Are the following approaches motivate PTA members | | NR | % | NR | % | NR | % | NR | % |
| A | Incentive and bounce | yes | 5 | 71 | 7 | 70 | 45 | 75 | 57 | 74 |
| | | no | 2 | 29 | 3 | 30 | 15 | 25 | 20 | 26 |
| B | Recognition/ acceptance | yes | 6 | 86 | 8 | 80 | 36 | 60 | 50 | 65 |
| | | no | 1 | 14 | 2 | 20 | 24 | 40 | 27 | 35 |
| C | Orientation/ Training | yes | 7 | 100 | 9 | 90 | 45 | 75 | 61 | 79 |
| | | no | - | 0 | 1 | 10 | 15 | 25 | 16 | 21 |
| D | .Moral value | yes | 5 | 71 | 6 | 60 | 30 | 50 | 21 | 53 |
| | | no | 2 | 29 | 4 | 40 | 30 | 50 | 36 | 47 |
| E | Giving certificate | Yes | 6 | 86 | 5 | 50 | 33 | 55 | 44 | 57 |
| | | No | 1 | 14 | 5 | 50 | 27 | 45 | 33 | 43 |

| | | | | | | | | | | |
|---|-----|-----|---|----|---|----|----|----|----|----|
| F | All | Yes | 4 | 57 | 6 | 60 | 48 | 80 | 58 | 75 |
| | | No | 3 | 43 | 4 | 40 | 12 | 20 | 19 | 30 |

The above table is point out which mechanism is used to motivate PTA to commit their duties and responsibilities. According to 5(71%) of PTA members,7(70%)of teachers and 45(75%) of the students, generally, 57(74%) of the respondents clearly stated that giving incentive or bonus for PTA members while item B 6(86%) of PTA members, 8(80%) of teachers and 36(60%)of students, totally 50(65%) of the participants agreed that recognition or acknowledgment is an essential treatment to motivate PTA members. In the same table item C 7(100%) of PTA members, 9(90%) of teachers and 45(75%) of student, in general, 61(79%) the total respondents responded that giving orientation and training is a crucial method to arise the interest of PTA members. Furthermore, item D, E 41(53%) and 44(57%) of respondents responded that giving moral value and certificate for their good achievement respectively is a better mechanism to motivate PTA members. In line with, the majority of the respondents 4(57%) of PTA members,6(60%) of teachers and 48(80%) of students, totally 58(75%) of respondents believe that providing the above listed approaches interchangeably is an acceptable mechanism to encourage PTA members to achieve the given roles.

From this analysis we can conclude that PTA can be motivated by using various approaches. Naturally, employs have diversified needs in the working area. Because of this fact there is no one fixed method to satisfy the need of employs. Arising from this principle the school leaders should use different mechanisms to motivate PTA members. Hence, the approaches such as giving incentive, bounce, award certificate, giving orientation and training, access to information, giving special attention to involve in goal setting planning, problem solving, decision making process may motivate PTA members to accomplish their duties and responsibilities significantly.

3.3 Summary of the Interviews Response

To strength the response given by PTA members, teachers and students through questionnaires, 3 semi structured interviews which were directly related to the study were design and conduct

with one PTA's chairman, the teacher stands as representative and the student representative of the school.

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

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

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

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

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

The next question was designed to get response in what circumstances the school encourages the PTA to committed their duties and responsibilities.

In this respect, all the interviewees were responded that the school had not designed the motivation system for the past three years. Due to this, all members were not interested and motivated entirely to achieve the given mission. Hence, to alleviate the problem, the school should motivate the PTA members by using different approaches.

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

The interviewees forwarded the following general solution for this question.

- Empower the PTA members by giving capacity building training to increase awareness, develop skills and change attitudes of PTA members,
- motivate PTA members by employing various mechanisms,
- giving strong and immediate feedback for progress,
- support the PTA members by giving technical support,
- enables to plan, act and evaluate together in order to develop common consensus and create a scene of ownership to committed all the school's activities,
- allocate the necessary budget as much as possible to carried out their jobs effectively,
- Create smooth relationship with other stakeholders etc. may be possible solution to get ride off or reduce the problem.

3.4 Summary of Focus Group Discussion

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

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

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

- Lack of interest to accept responsibilities when they have elected by parent. Teacher council as a member PTA.
- PTA members were not benefits individually because they didn't get any payment either in the form of part time or salary from the school.
- Lack of trainers to empower the PTA members by improving their awareness, developing skill and changing attitudes.
- PTA members didn't motivate or initiate by school leaders.
- No cooperation to plan, act and evaluate together with school leaders and teachers.
- Lack of recognition and acknowledgement for their good contribution by the society.

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

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

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

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

- Developing their awareness and skill by training
- Giving professional and technical support

- Support PTA by providing the necessary budget and materials like that stationary, office etc.
- To motivate PTA member subsidy by money or by any other mechanism.
- Involve the PTA members when the schools plan design.
- Enables them to participate in decision making
- Introduce the school directives to know their duties and responsibilities.
- Evaluate the PTA's good performance and giving value for their good progress.
- Preparing regular discussion program with school community & local community so as to introduce their good job results, present the reports and solve the problem encountered.
- All the above strategies may help PTA members to solve or reduce the problem to run the job without any obstacles.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1. SUMMARY

The summary treats the main findings of the study in chapter 3 of each table, and it is based on leading questions starting in chapter one.

1. According to 87% of the respondents confirmed that PTA established according to the guide line at Tsehay Mewcha primary school. But the majority of the respondents didn't know PTA's duties and responsibilities. Particularly more than half of the PTA members didn't know their duties and responsibilities clearly.
2. According to 81% of the respondents assured that PTA members did not discharge their major duties and responsibilities effectively.
3. Most of the respondents agreed that there are many factors that affect PTA members in discharging their duties and responsibilities. Some of the factors are: Lack of knowledge and awareness, not being able to get training, lack of commitment and willingness, lack of acceptance in the community, have not skill and experience etc. are the common draw backs which affects PTA in discharging its duties.
4. The majority of the respondents believed that the barriers which hinder PTA members to discharge their duties and responsibilities can be eliminated or reduced by: Filling the gap by training, motivating the PTA members, providing financial and technical supports, and encourage the PTA members to plan, act and evaluate in collaboration with different stake holders etc.
5. More than 53% of the respondents assured that PTA hasn't received financial and technical support from the school leaders for the past 3 years. Due to lack of support PTA members have not discharged their duties and responsibilities effectively.
6. More than half of the participants agreed that the school didn't provide means of motivation for PTA members. Sometimes there was a certain efforts done by school leaders, it was not enough to satisfy the PTA members need due to lake of motivation PTA didn't discharge the given duties & responsibilities.

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

4.2. CONCLUSION

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

1. PTA is established according to the guide line at Tsehay Mewcha primary school. But most of those PTA members didn't know their duties and responsibilities clearly. If they don't know their duties and responsibilities, we don't expect that PTA members discharge their duties and responsibilities. This indicates that there is a weakness from the school leaders to orientate PTA members what duties and responsibilities they have.
2. This study was confirmed that PTA members did not discharge the major duties and responsibilities at Tsehay Mewcha primary school effectively. Most of the time PTA members didn't accomplish the day to day activity of the school. Because of this the structure of PTA was not functional at that school.
3. This study was found out the general factors that contributed to the failure of PTA in discharging its major duties and responsibilities are:
 - ❖ Negative attitudes towards their duties and responsibilities
 - ❖ Lack of willingness and commitment
 - ❖ PTA members didn't development a sense of school partnership to support the school.
 - ❖ Lack of training and orientation to fill the gap of PTA members.
 - ❖ Most of the PTA members didn't have good knowledge and awareness how to manage and lead the school.
 - ❖ The problem of planning acting and evaluating together with other concerned body.
 - ❖ Lack of enough time to give more attention for school activities.
 - ❖ Shortage of budget and any other materials to carry out its work effectively etc are the main draw backs for PTA members.
4. The school leaders have decisive responsibilities to support the PTA members by giving technical and financial supports to PTA members. But this has not done for the past 2 years. This shows that without getting any support from the school leaders PTA alone has not discharged the given duties and responsibilities effectively.

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

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

4.3. Recommendation

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

1. Empowering the PTA members through

- Providing orientation about their duties and responsibilities
- Giving capacity building training to increase awareness, to develop knowledge and to change attitudes.
- Assigning and monitoring its progress
- Evaluate their good performance and give value for their good progress.
- Giving strong and immediate feedback on progress

2. Motivate the PTA members by various approaches

- Giving recognition and acknowledgment for their good contribution.
- Award a prize for their good progress.
- Giving incentive or bonus in the form of cash or item Publicizing the PTA achievement on school, activities to the school community, parents and local community.
- Enables them to participate in decision making and problem solving.

3. Supporting the PTA members through

- Providing the necessary budget and materials.
- Help them in coordinating and facilities their program
- Scale up its good progress.
- Help them to create smooth relationship with various stake holders.
- Selecting strong facilitators.
- Assist them in planning, acting and evaluating together with different stakeholders

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1. Has PTA established according to the guideline in your school?

Yes No

2. Do you know PTA's duties and responsibilities?

Yes No

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

a. Mobilizes the community and raises fund. Yes No

b. Strengthen the relationship of parents and school. Yes No

c. Manages and administrates school financé.' Yes No

d. Returns back dropout students. Yes No

e. Monitoring the teaching learning process. Yes No

f. Prepares and implements the school annual plan. Yes No

g. Working on teachers and students discipline. Yes No

h. Giving solution for the problems encountered. Yes No

i. Conduct teachers' performance evolution. Yes No

j. Evaluate the implementation of the school plan. Yes No

4. Do you think that PTA members properly discharge their duties and responsibilities?

Yes No

5. If your answer is "No", for question no. "5" which factors that affect the PTA members in discharging its duties and responsibilities?

A. Lack of knowledge and awareness yes no

B. Not being able to get training and budget yes no

- C. Shortage of time to support the school yes no
- D. Un able to engage to design the school plan yes no
- E. Lack of commitment and willingness yes no
- F. Have not skill and experience yes no

- G. Lack of acceptance in the community yes no
- H.All can be the answer yes no

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

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

- a. Giving capacity building training. yes no
- b. Promote motivational system. Yes no
- c. Provision of financial and technical support. Yes no
- d. Select strong mediators. Yes no
- e. Plan, act, and evaluate together. Yes no
- f. Build relationship, trust creditability and sense
of ownership. yes no
- g. Assigning and monitoring PTA's progresses. Yes no
- h. Scale up its good progress. Yes no
- i. Create smooth relationship with various stakeholders.

j. All are amenable.

k. If you have any constructive views, please specify -----

7. In your view, have the PTA members received any support from school leader to discharge their duties and responsibilities? Yes No

8. Does PTA get any means of motivation from the school?
Yes No

9. Which mechanism has been deliberated to motivate PTA?

a. Infectivity and bounce yes no

b. Recognition/ acceptance yes no

c. Orientation/ Training yes no

d. Moral value yes no

e. Giving certificate yes no

f. All yes no

If you further, please mention -----

10. If you say "yes" for question no. "10", do you think that the means of the motivation is enough to encourage PTA members to discharge their duties and responsibilities?

Yes No

THANK YOU FOR YOUR COOPERATION!

Appendix 'B': Interview

INTERVIEW QUESTIONS

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

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

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

Appendix ‘C’: Focus Group Discussion

Focus group discussion Agenda

Agenda 1

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

Agenda 2

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

ከእንግሊዝኛ ወደ አማርኛ የተተረጎመ

I አጠቃላይ መመሪያ

- ስም መጻፍ አያስፈልግም
- የታህን/ሽን በቀረበው ሳጥን ውስጥ ጻፍ/ፊ
- ትክክለኛውን መልስ የ 'x' ምልክት በመጠቀም በሳጥኑ ውስጥ አስቀምጥ/ጭ

II የመላሹ አጠቃላይ መረጃ

- የታ ወ ሴ
- አጋለገታት ዘመን
- የትም/ደረጃ
- ከ 8 ክፍል በታች
- ከ9-12 ክፍል
- ሰርቲፊኬት
- ድፕሎማ
- ድግሪ

1. በትም/ት ቤትህ/ሽ ወመህ በመመሪው መሰረት ተሰማል?

ተቋቋሟል ተቋቋመም

2. የወመህን ተግባርና ሐላፊነት ታወቃለህ/ሽ?

አውቃለሁ አውቅም

3. ወመህ በት/ቤትህ ውስጥ የሚከተሉትን ቁልፍ ሚና ተወጥቷል?

ሀ. ኅ/ሱብን ማንቀሳቀስና ገንዘብ ማሰባሰብ አዎ አልተወጡም

ለ. የት/ቤትና የወላጆችን ግንኙነት ማጠናከር አዎ አልተወጡም

መ. ት/ቤቱን ገንዘብ ማስተዳደርና መቆጣጠር አዎ አልተወጡም

ሰ. አቋራጭ ተማሪዎችን ማስመለስ አዎ አልተወጡም

ረ. የመማር ማስተማር ሂደቱን መከታተል አዎ አልተወጡም

ሠ. የት/ቤቱን ዓመታዊ እቅድ ማዘጋጀትና መተግበር አዎ አልተወጡም

ሸ. በተማሪዎችና በመመህራን ዲስፕሊን ዙሪያ መስራት አዎ አልተ በ. ላጋጠሙ ችግሮች
 መፈትሄ መስጠት አዎ አልተወጡም
 ተ. የመምህራንን ስራ አፈጻጸም መሙላ አዎ አልተወ
 ቸ. የት/ቤቱን ዓመታዊ ስራ አፈጻጸም መገምገም አዎ አልተወጠ

4. ወመህ የስራ ሃላፊነታቸውን በአግባቡ ተወጥተዋል በለህ ትገምታለህ?

ሀ. ተወጥተዋል አልተወጡም

የሚለተሉት ነጥቦች የችግሩ መንስኤ ይሆኑ ይችላሉ ?

- ሀ. የውቀትና የግንዛቤ አጥረት መኖር አዎ አይደለም
- ለ. የበጀትና ስልጠና ዕድል ማጣት አዎ አይደለም
- ሐ. ትም/ ቤቱን ለመደገፍ የጊዜ አጥረት መኖር አዎ አይደለም
- መ. በትም/ ቤቱ ዕቅድ ዝግጅት ላይ ተሳታፊ አለመሆን አዎ አይደለም
- ሠ. ፈቃደኝነትና ቁርጠኝነት ማጣት አዎ አይደለም
- ረ. በቂ ክህሎትና ልምድ አለመኖር አዎ አይደለም
- ሸ. በማህበረሰቡ ዘንድ ተቀባይነትን ማጣት አዎ አይደለም
- ቀ. ሁሉም መልስ ሊሆኑ ይችላሉ አዎ አይደለም

ተጨማሪ መልስ/ ሃሳብ ካለህ/ሽ ግለጽ/ጭ -----

የሚለተሉት ነጥቦች የችግሩ መፍትሔ ይሆኑ ይችላሉ ?

ሀ. የአቅም ግንባታ ስልጠና መስጠት አዎ አይ

ለ. የማነቃቂያ ስረአት መፍጠር አዎ አይደለም

መ. የገንዘብና ስልታዊ ድጋፍ ማቅረብ አዎ አይደለም

ሰ. ጠንካራ አገናኝ አባላት ማፍራት አዎ አይደለም

ረ. በጋራ ማቀድ መተግብርና መገምገም አዎ አይደለም

ሠ. በአባላቱ መካከል የጋራ መግባባት፣ እምነት፣ የባልተቤትነት ስሜት መፍጥር

አዎ አይደለም

ሸ. የወመህን ማልካም እንቅስቃሴ መከታተልና መገምገም

አዎ አይደለም

ቀ. ከተለያዩ ባለድረሻአካላት ጋር መልካም መስተጋብር መፍጠር

አዎ አይደለም

በ. ሁሉም አዎ አይደለም

ሌላ ተጨማሪ ካለዎት ይገለጹ -----

5. ወመህ ተግባርና ኃላፊነትን ለመወጣት ከትም/ ቤቱ መሪዎች ማነኛውንም ድጋፍ አግኝቶ ያቀል?

አዎ አይደለም

6. የወመህ አባላት ከት/ቤቱ ማበረታቻ ሽልማት አግኝተዋልን?

አዎ አላገኘሁም

7. ምን ዓይነት የማበረታቻ ስልት ቢቀየስ ወመሆን ሊያበረታታ ይችላል?

ሀ. የገንዘብ-ማበረታቻ/ ማነቃቂያ አዎ አይደለም

ለ. የሞራሊድ-ጋፊ ማድረግ አዎ አይደለም

ሐ. እውቅና፣ መለካምስ ምናዝና መለገስስ. አዎ አይደለም

መ ቅድመት-ውውቅ ስልጠና አዎ አይደለም

ረ. የምስክር ወረቀት ሽልማት መስጠት አዎ አይደለም

ሠ. ሁሉም አዎ አይደለም

ሌላ ተጨማሪ ካለዎት ያብራሩ -----

12. ለጥያቄ ተራ ቁጥር 10 የሰጠኸ/ሽው መልስ አዎ ከሆነ ያገኘኸ/ሽው ማበረታቻ በቂ ነው ትላለህን?

አዎ አይደለም

ስለትብብራችሁ ልባዊ ምስጋናየን አቀርባለሁ!!

