

**PRACTICE AND CHALLENGES IN THE DECENTRALIZATION OF
EDUCATIONAL MANAGEMENT IN SECONDARY SCHOOLS OF
OROMIA SPECIAL ZONE SURROUNDING FINFINNE**

MA THESIS

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FEBRUARY 2019

HARAMAYA UNIVERSITY, HARAMAYA

**Practice and Challenges in the Decentralization of Educational Management
in Secondary Schools of Roomier Special Zone Surrounding Finfinne**

**A Thesis Submitted to the Department of Educational Planning and
Management**

Postgraduate Program Directorate

HARAMAYA UNIVERSITY

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

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FEBRUARY 2019

Haramaya University, Haramaya

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We hereby certify that we have read and evaluated this thesis entitled: "*practice and challenges in the decentralization of educational management in secondary schools of Oromia special zone surrounding Finfinne*" under our guidance by Tadelech Raga. We recommended that it be submitted as fulfilling the thesis requirement.

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Final approval and acceptance of the thesis is contingent upon the submission of its final copy to the Council of Postgraduate Program (CPGP) through the candidate's department or school graduate committee (DGC or SGC).

DEDICATION

I dedicated this thesis manuscript to my husband Abebe Tesema for his dedicated partnership in the success of my life and to my children Hawi Abebe, Lidiya Abebe , Dibaba Abebe, Bikila Abebe and Amanuel Abebe, for their affection and love.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I followed all ethical and technical principles of scholarship in the preparation , data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through the citation.

This thesis is submitted in partial fulfillment of the requirements for a Master of art degree at the Haramaya University. The thesis is deposited in Haramaya University Library and is made available to borrowers under the rules of the library. I solemnly declare that this thesis has not been submitted to anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born in Oromia Regional State, Kelem Wellega Zone , Gidami woreda in December 19, 1962. She attended her elementary school in Gidami primary and secondary school (1-8) and also she attended grade 9-12 in kelem comprehensive secondary school. Then, after , She joined Nekemt Teacher Training Institute (TTI) and graduated with certificate in

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ACKNOWLEDGMENTS

Above all, I would like to praise GOD for his inspiration and everything he did for me. Everything possible with him without his will I can do nothing.

I would like to express my special appreciation deeply to my Major advisor Mohammed Kedir (Asst. Professor) and Co - advisor Aschalew Teshome (Asst. Professor) for their guidance and insight throughout the research. Without their guidance, this thesis could not have been completed. The professional and technical assistances provided are gratefully acknowledged.

I also submit my heartfelt thanks to Dr. Bahir, Department head of EDPM at Haramaya University, and also to all teachers who have thought me in MA program in Haramaya University.

My special appreciation also extent to my husband Abebe Tesema for his moral, financial and taken the whole responsibility, and to my children Hawi Abebe, Lidya Abebe, Dibaba Abebe, Bikla Abebe and Amanuel Abebe.

ABBREVIATIONS AND ACRONYMS

ESDP	Education Sector Development Programme
GEQIP	General Education Quality Improvement Programme
GTP	Growth and Transformation Plan
LC	Local Council
MDG	Millennium Development Goal
MoE	Ministry of Education
PTA	Parent–Teacher Associations
SNNPR	Southern Nations, Nationalities and People Region
SPSS	Statistical Package for the Social
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization.

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RAGA**

ABSTRACT

The main purpose of this study was to assess the practices and challenges of decentralization of educational management in selected secondary schools of Oromia special zone surrounding Finfine.. Descriptive survey research design was used.122 respondents from Teachers, 75 respondents from school leader ship (school principals and department heads), 8 supervisors and 8 PTA heads of secondary schools in Oromia special zone surrounding Finfine were used as sampling unit and surveyed. A supervisor and PTA heads were interviewed. The secondary schools were selected from the eight woreda based on random sampling. Survey questionnaire and key informant interviews were used to collect the necessary information. Data were analyzed using the “Statistical Package for the Social Sciences” (SPSS) version 20 software. The findings showed that there are noticeable improvements in the level of transferring authority to recruit teaching staff, financial and material resources administration and developing the teachers’ capacity at lower levels. Nevertheless, the findings indicate some core limitations and gaps which require timely corrective measures. These are the existence of weak school administration system; shortage of experienced teachers; lack of motivation and inadequacy of training; inadequacy of instructional aid, poor dedication and lack of parents’ participation. These all are the implication for the challenges of decentralization of educational management in secondary schools of Oromia special zone surrounding Finfine. Recommendations were also given to Oromia special zone to put certain strategies that make stakeholders more accountable for discharging their responsibility, school heads to plan to provide training to the school teachers according to an ongoing program, supervisors to do evaluation for the benefits of both the school and the teachers, school heads to make an effort to increase teachers’ job satisfaction, the WEO to strengthen its role in the school teaching-learning process and parents to support their children at home, follow-up in doing home-work.

1. INTRODUCTION

In this part, the basic aspects that can give essential information on the general nature of the study are presented. Background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitation of the study are explained. In addition, it describe the operational definition of terms.

1.1. Background of the Study

The Ethiopian government's effort to bring socio-economic development in the country is reflected in the various strategies, policies and sector development programs it has developed. One of the most visible impacts of decentralization on socio-economic development is in the area of education service. The administration of primary and secondary education has been decentralized and as a result local administration is responsible to deliver these services. Studies indicate that gross enrollment ratio in primary and secondary schools has increased and the gender gap has declined. While this may be an achievement of the regional governments in raising the service coverage, the quality of the service leaves much to be desired. (Assefa and Gebre-Egziabher, 2007)

In Uganda, decentralization is taken to mean the reassignment of some decision-making (management) authority, responsibility and tasks from the central government to local governments. Legal, financial, administrative and political management of public functions has become the responsibility of the local Community, under the leadership of Local Councils (LCs). Education has been decentralized to local governments beginning with primary (an equivalence of elementary) education. Many programs have been put in place to facilitate decentralization of education service delivery. It appears that the decentralization of education has been more effect at the elementary level than at other levels. Most countries in Africa have attempted to shift responsibilities from Ministry of Education offices in the capital city to Ministry of Education offices at the regional and/or district level. Ghana, for example, has undertaken several such decentralization initiatives over the years, leading most recently to authorizing district assemblies to assume control over primary and secondary school (Namukasa and Buye, 2007).

Ethiopia is a federal country, composed of nine National Regional States – Afar; Amhara; Benishangul-Gumuz; Gambela; Harari; Oromia; Southern Nations, Nationalities and People Region (SNNPR); Somali; Tigray and two city administrations – Addis Ababa and Dire Dawa. Each regional state has its own constitution with legislative, executive and judiciary domains of government. Similarly, the Woredas (district levels) under the regions, and the municipalities under the city administrations, have their houses of representatives and executive and court systems (WoredaNet-Ethiopian, n.d.; 1).

In 1994, Ethiopia adopted a new Education and Training Policy and Strategy with the aim of restructuring the education system and expanding its accessibility in a form that is directly relevant to the present and future manpower requirements of the economy. For implementation of decentralization of educational management at the lower levels, Ministry of Education (2005), in its Program Action Plan (PAP) of the Education Sector Development Program III (ESDP), adopted the strategies such as, efficient school leadership and management will be established in schools in order to enhance the quality of instruction and their by improve learning achievements; empowerment of the community is not only a means for development but it is also an end in itself (Workneh, 2012).

Policies and programs to strengthen the role of the community in the management and financing of schools will be implemented. Communities shall be encouraged to mobilize their own resources to construct additional classrooms and schools; being the administrative unit closest to the communities, the role of Woredas in the governance and management of education will be strengthened. The involvement of communities and partnerships with NGO and other donors at woreda level shall be enhanced.

Generally, it is obvious that the implementation of a decentralized educational management requires the development of capacity at the local levels (e.g. Woredas). Hence, the study examined the practices of decentralized management with special emphasis education authority and responsibility delegated to the local levels, decision making process, level of participation of local stakeholders in education management level of communication among various local stakeholders and challenges to implement decentralized.

1.2. Statement of the Problem

Interest in decentralization is based on the belief that decentralization of functions/activities/authority to lower level structures confers responsibility, enhances transparency, accountability and flexibility hence increasing efficiency and effectiveness (Rondinelli and Cheema, 1983). It envisages less bureaucratic, speedy decision making and therefore reduces transactional costs and administrative burden. Effective decentralization of authority and decision making would basically lower transactional costs, improve governance, accountability and local ownership according to World Bank working papers and projects.

In Ethiopia during the regional devolution, educational decentralization had not achieved the intended objectives because the local governments lacked the basic knowledge and experience to perform effectively (Tesfaye, 2007). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayalew, 2009).

As shown in the above sources, Ethiopia faces constraints lack of manpower, shortage of capacity building for stakeholders, problems of insufficient administrative institutional capacity, inadequate participation of local stakeholders and financial shortage to carry out decentralization at local level. Being one of the remotest zones from the centre, it is very likely that Oromia's special zone around Finfinne also face these constraints. For this reason, the study examined the practices of delegating authorities and responsibilities, the level of decision making process, level of communication and participation of stakeholders in various management functions and the challenges of practicing decentralized educational management in secondary schools.

MoE (2005) in the document ESDP-III PAP shows the challenges of ESDP-II implementation by explaining that weak program management and implementation capacity has contributed to low budget utilization in civil works and procurement. High turnover of professional personnel was one of the contributing factors to the low program management capacity. Such turnovers force the assigning of education personnel with little or no experience or expertise in the relevant field. Moreover, inadequate planning and management

capacity at the lower levels of the organizational structures (e.g. Woredas) is a critical problem in realizing the goals of education. Skills to collect, analyze and interpret education data are critically lacking at the lower level of the organizational structures. Low-quality education is an endemic problem in most developing countries. International tests of student achievement consistently show that developing countries score at the bottom of the performance scale. However, if designed and practiced well, decentralization has the potential to improve service delivery and education quality (Donald, Winkler and Boon Ling, Yeo, 2007)

Different studies shows that there is a problem in practicing and challenges of the decentralization education in the school management. Hence, this research was try to explore the gaps in terms of schools capacity on the availability high trained and motivated staff, strong and collaborative leadership, level of coordination and communication in empowering people to be more involved in the teaching-learning activities and making them accountable and responsible.

1.3. Basic Research Questions

The study was, therefore, aim at seeking answers to the following basic questions:

1. To what extent secondary schools practice decentralized education management in the study area?
2. What were the major challenges affecting secondary schools of Oromia special zone sourrounding Finfinne in the process of teaching-learning activities;
3. What was the role of PTA and WEO towards quality of education?
4. How to improve the decentralized educational management practices in secondary schools of Oromia special zone surrounding Finfinne?

1.4. Objectives of the Study

1.4.1. General Objective

The objective of this study was to assess the practices and challenges of the process of decentralization of educational management in secondary schools of Oromia special zone surrounding Finfinne. The findings of this research will identify the secondary school administration system and call for concerted action from concerned bodies. With this general objective, this paper tried to assess the level of education decentralization, the issues on teachers' professional capacity development, teaching-learning process, role of parent-teachers association (PTA) and woreda education office towards quality of education.

1.4.2. Specific Objectives

Based on the above research questions, the specific objective of this study was:

1. To analyze the extent of education decentralization implemented at school level;
2. To identify the major challenges affecting secondary schools in Oromia special zone surrounding Finfinne in the process of teaching-learning activities;
3. To examine the role of PTA and WEO towards quality of education.
4. Find out strategies used to improve decentralized educational management practices in secondary schools of Oromia special zone surrounding Finfinne

1.5. Significance of the study

The finding of this research is benefit the school and its societies, education leaders, education sectors, town and woreda administrative, Region and the country at large. It can contribute to improve the management of teaching learning system. So it is value the schools and societies by rendering the necessary information on management for schools, which help to create conducive teaching learning environment. It is provide the regional policy makers of Oromia region to look for appropriate solutions on the challenges of woreda capacities in

implementing decentralization of educational management in a way to meet the possible maximum needs of their local constituents.

With other related studies, the study has an immense importance and impact in the region that is an added value to the knowledge base on the implementation decentralization of educational management and stepping stone for future research studies and researchers in this particular subject in the region.

1.6. Delimitation of the Study

This research was carried out in Oromia special zone surround Finfinne. However, because of time and resource limitation and to make the research manageable, the study was delimited to assess the current practice and challenges in the decentralization educational management in Burayu, Holeta, Sululta, Menagesha, Alem-Gena ,Awash-Melka ,Chancho Aba Geda and Mulo government secondary schools.

Decentralization were studied in many different ways, such as; its effect on quality of provision of service (e.g. education), level of authority delegated to local levels, etc. out of these, the study was delimited to the assessment the level of education decentralization, the issues on teachers' professional capacity development, teaching-learning process, role of parent-teachers association (PTA) and woreda education office towards quality of education. Furthermore, responsibility of educational management can be decentralized to a region, a province, a district, a town or an individual school or a group of schools. However, this study was delimited to Oromia Special Zone Surrounding Finfinne secondary schools. Due to factor related to time, financial constraint, resource and materials, it is delimited to 7 woreda from 15 and 8 government secondary schools of sample woreda. From a total of 244 teachers' population, 122 them taken as a sample by using random sampling technique, while 18 principals, 57 department heads, 8 supervisors, and 8 PTA heads were included in the study by using available sampling technique.

1.7. Limitations of the Study

One serious limitation of the study was the time constraint faced the researcher to go out to collect data from the field. Because of this, relevant data could not be solicited from Oromia zone and woredas expertise. Another limitation was the difficulty of getting the questionnaires administered in full. Thus, getting the organized and compiled data required longer time than anticipated. Therefore, despite the above shortcoming the researcher managed to bring the research to an end.

1.8. Operational Definitions of Key Terms

Following are key terms and phrases as used in the context of this research.

Decentralization: Redistribute the administrative functions or powers of (a central authority) among several local authorities.

Educational Decentralization: The transfer of decision-making powers from central Ministries of Education to intermediate governments, local governments, communities, and schools.

Educational Management: The process of planning, organizing, directing and controlling the activities of educational institutions by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Public Secondary Schools: are schools owned by government where grade nine and ten students are uses to study.

Oromia Special Zone Surrounding Finfinne: is hierarchical administrative sub division of Oromia Region within the radius of 40 km from Finfinne/Addis Ababa. (EMA)

Practice: Repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it.

Challenges: A demand for proof or an invitation to participate in a competition.

Implementation: The carrying out, execution, or practice of a plan, a method, or any design, idea, model specification, standard or policy for doing something.

2. REVIEW OF RELATED LITERATURE

This part presents the review of related literature and scholarly experiences concerning teaching reading skills. The review states First, decentralization and its concept are thoroughly discussed in detail. Second, rationale for decentralization and why countries decentralize their education system is seen in different angles. Then, four types of education decentralization are reviewed as various scholars have studied.

2.1. Concept of Decentralization

Decentralization is does not defined. Different scholars and writers define decentralization in different ways. Notwithstanding the variations in interpretations decentralization can be understood as the transfer of legal and political authority and responsibility from central government to local levels.

Decentralization may be defined as the transfer in varying degrees of decision making powers from central government to intermediate authorities, local authorities and education institutions (UNESCO, 2005). Decentralization is the process of reassigning responsibility and corresponding decision making authority for specific function from higher to lower levels of government and organizational units (Fiske, 1996).

Decentralization is the process whereby central government assigns roles and responsibilities to lower more local levels of the system (World Bank, 2008).Decentralization involves the transfer of all or part of the decision making responsibilities and management vested in the central authority towards another regional, provincial or local authority (districts, municipalities, “communities”) or towards schools themselves. Decentralization is therefore political and financial (UNESCO, 2005)

2.2. Rationale for Decentralization

The rationale and objectives of decentralization were often varied and ambitious. Much of the decentralization which has taken place in the past decades has been motivated by political concern. Thus, political forces were the most common impetus for decentralization processes in many developing countries (Tsegaye, 2008).

The rationale for adopting decentralization is context specific. Nevertheless, the most frequent justifications for adopting decentralization include to improve efficiency in service delivery (Adgo, 2005), enhance inter-ethnic harmony, and ensure “equality and stability” in the society (Smith, 1985). To achieve efficiency, promote equity and enhance community participation in the process of local decision making are the major reasons for adopting decentralization. Ribot (2002) contended that decentralization can achieve effectiveness and efficiency by improving the implementation and allowing actor to participate in the process. It also improves coordination mechanism at lower level and enhances the relevance and sustainability of the service.

In addition, Smith (1985) argued that political decentralization enhances local accountability and improves the political skills of the local politicians and helps national integration. It brings government closer to people. It also provides better services to the client groups. Similarly, it promotes liberty, equality and welfare in the society.

The decentralization process has an objective of ensuring maximum coordination between the various agencies involved in planning and implementation of development programs at the local level. As a result, under any form of decentralization, local institutions including public, private and community based organizations were encouraged to collaborate in the design and implementation of development process. It also aims at ensuring spatial equity in the sharing of planning, decision-making and management functions from the central government unit. Once lower units of administration were established, it becomes imperative for central government to channel some level of resources to such units. Such resources were supposed to be used to address the development problems of the local were as a way of bridging any intra and inter local were as spatial inequalities in development (Jeilu, 2001).

The erosion of the highly centralized developmental state in the 1980s and realization of the importance of local actors in promoting local development were playing important role of shifting from centralization to decentralization. Globalization and external influence was also part of the factor triggering local decentralization in order to improve local governance and accountability (European Commission, 2007).

According to Florestal and Cooper (1997) a decentralized system is characterized by the exercise of substantial power at the local level subject to some limited control by the central government. Responsibility may be decentralized to a region, province, a district, a town or an individual school or a group of schools.

In practice most basic education systems have both centralized and decentralized elements. In a partially decentralized system some powers remain in the hands of the central authority and some are exercised locally. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level given the countries particular circumstances and objectives of reform.

Countries decentralized their education system for a variety of reasons. In recent years decentralization has become a global trend and it is on the political agenda in many countries. According to Bjork (2006) education is being decentralized in numerous countries as part of a larger move to reform public management systems. The policies largely aim to reduce government size, reorganize delivery, expand private initiatives and create new partner ships.

Gershberg and Winkler (2003) also viewed that the rationale for education decentralization involves improving efficiency, effectiveness and democracy. Improved equity too is a rationale for decentralization although it is also often acknowledged that because decentralization makes localities more reliant up on their economic and social endowments, some aspects of equity may suffer in the absence of adequate compensatory mechanisms. There is no silver bullet: what is equitable may not be efficient, what is efficient may not be democratic, what is democratic may not be equitable. In practice reform strategies must attempt to optimize the sometimes in evitable trade-offs between efficiency, equity and democracy while seeking to improve on all three. The actual design and implement of decentralization reforms are inherently political processes thus the decisions about making these trade-offs rightly occurring in the political arena.

Gershberg and Winkler (2003) added political reason as opposed to the rationale for decentralization. According to them politically decentralization may be pursued as strategy to shift expenditure obligations to lower levels of government to resolve ethnic conflicts by giving different language groups or tribes greater autonomy etc.

In Sub-Saharan Africa for example Naidoo (2005) found that the countries on this continent have tended to decentralize with limited authority for the local governments. Also there is pressure to introduce market mechanisms in education even in countries at a low level of GNP per capita and weak ability to mobilize resources. Another aspect of educational decentralization is whether it makes part of a more general decentralization program something which has been the case in many countries. In such reforms it is likely that local communities have gained authority to levy tax in order to cover at least some of the local expenditures, finally decentralization is given different legal status from being defined and protected in the constitution to being regulated in administrative laws decided upon by the government. Once provided for in the constitution transfer of powers and functions can be reversed only on the basis of an amendment to the appropriated law.

Many researchers suggest that educational decentralization essentially becomes a political decision that requires strong political will both at the central and state levels. It also becomes imperative to carefully plan the process of decentralization to ensure effective implementation. The challenge of balancing several different aims can be enormous: first making education more relevant to local needs, second democratically promoting people's participation by empowering local authorities and third improving performance accountability (Bjork, 2006).

2.3. Types of Education Decentralization

Many scholars (for example, European Commission, 2007; Gershberg and Winkler, 2003; Cole, 1996) divided educational decentralization into the following four types. Namely: education de-concentration, education devolution, education delegation and implicit delegation to community schools.

2.3.1. Education de-concentration

According to European Commission (2007), de-concentration is a process in which the agencies or ministries at the central level delegates decision making power and resources management to its branches at lower level. This form of decentralization is an extension of central government structure and it's accountable to higher tier of government.

De-concentration is the transfer of decision making from the central government Ministry of Education to either the regional/local offices of the Ministry of Education or the regional offices of the central government? This typically entails giving those offices increased autonomy both in terms of recruiting, evaluating and promoting personnel and in terms of allocating and reallocating budget. It also often includes the decentralization of payroll and other administrative matters for teacher and other school staff. It may include some degree of political decentralization too. Sometimes the election of local and/or regional political officials is introduced at the same time that decision making is de-concentrated to the Ministry of Education's regional or local offices. In this way local political may gain some influence over local administrative decision even though they have no direct authority in education (Gershberg and Winkler, 2003).

2.3.2. Education devolution

According to Gershberg and Winkler (2003), this is the transfer of decision making from the central government to popularly elected regional or local government. Key management decision including naming school principals and allocating regional/local education budgets lie with governor and legislature or the mayor and city council. In some cases these decision may in turn be delegated to schools or school councils. In most cases the revenues of the newly empowered regional or local governments are almost totally derived from central government transfer, thus limiting their fiscal autonomy. Fiscal autonomy and arguably fiscal accountability is higher when regional or local governments must raise a significant share of their own revenues.

Devolution is an arrangement or a process in public administration in which district bodies are created by law, separate from the central administration, and in which local representatives- either elected or appointed by the population – are (progressively) given powers to decide on a variable range of public matters and progressively gain access to resources which can be utilized at their discretion (European Commission, 2007).

2.3.3. Education delegation

Education delegation is the reversible assignment by the central or region government MOE or in rare cases the municipal department of education to public school principals (and/ or casually elected) school councils. The powers of these school officials vary greatly by country. In some cases they do no more than maintain the physical plant while at the other extreme school councils may name school principals help prepare and approve school development plans and approve school spending plans (Gershberg and Winkler, 2003).

Delegation refers to the process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. More generally, delegated authority gives the recipients fairly wide powers to act as they consider it appropriate (Farrant, 1980). Delegation is the transfer of responsibility for the performance of an activity from one person to another while retaining accountability for the outcomes.

Delegation is the assignment of responsibility to someone else to complete specific tasks where the one who delegates is still held accountable for the work which he/she has delegated. As regards to this, Mullins (1993) defines delegation of authority as „the authorization to undertake activities that would otherwise be carried out by someone in a more senior position. Moreover, Cole (1996) describes it as a process whereby a manager or a senior officer cedes or entrusts some of his authority to subordinates or team mates to perform certain tasks or duties on his behalf. They however warned that the manager or the senior officer remains accountable for those tasks or duties to his own superior officers. It typically occurs between managers and subordinates. Leaders who delegate authorities do not give a way power but add to their power by developing the talents of their employee.

It has intrinsic motivation which makes employees feel that they are part of the organization through their contribution. It is a means for achieving results by giving someone else the authority to do work for which the leaders are ultimately responsible.

2.3.4. De facto delegation to community schools

According to Gershberg and Winkler (2003), this is a special case of education delegation. It sometimes results from the failure of the state to provide educational opportunities in remote areas so the community takes up on itself the finance and provision of schooling. In other cases the government actively subsidizes and supports community schools as an especial cost effective means of expanding education access or as part of strategy to improve accountability through local involvement.

2.4. Education Decentralization

The decentralization of school management helps to make authority down to the school level and give pavement to better efficiency and effectiveness. It also requires the participation of stakeholders such as policy makers, teachers, students, parents and community members. As per (Workneh, 2012), School-based management reforms that devolve decision-making authority to the schools, for example, have had important effects on teacher performance and student learning by making schools more accountable to their communities.

However, researches from other developing countries show that the decentralization policy does not bring any change as intended. Decentralization has been initiated in many developing countries as a means of successful services delivery due to the pressure from international organizations. “It is not an internally driven force that will bring realistic outcomes in the system”. Poverty, difficult social-political situations and limited economic opportunities were challenges that have been hindered decimalization from bringing about the intended outcomes in local contexts (Workneh, 2012).

2.5. Level of Educational Decentralization

An effective decentralization strategy requires a balanced, power-sharing arrangement between the center setting policy and the periphery carrying it out. The power-sharing arrangement devised by reform planners must avoid the classic problem often encountered

in Latin America where responsibility is decentralized but without the necessary authority, training or financing to carry out the tasks. Consequently, an organization and management

analysis should be conducted early to determine where in the educational system specific responsibility and authority should be assigned, and no such assignment should be made unless the essential support (e.g. finance, technical training) exists to carry out decisions. Surprisingly, most decentralization reforms are initiated with very little previous study and a minimal amount of serious planning (Hanson, 1997).

2.6. Effect of Decentralization on School Management

In the course of development, countries and private sectors have realized the importance of decentralization. This is with the understanding that decentralization empowers or enables people become more involved in the planning and implementation of their activities and this in turn will make them more accountable and responsible (Madeira, 2012).

More has been said about educational decentralization. However, more work and study is required to answer the questions that “can educational decentralization raise quality”? The main fundamental rationale for school decentralization is to enhance governance and autonomy by those managing schools. The understanding is that, when school management is empowered and given full autonomy and freedom, service deliver and quality of output will improve and implementation efficiency increases drastically (Donald and Boon-Ling, 2007).

2.7. Decision-making in School Management

Decision making in school management includes the role of head teachers and the role of PTA in promoting keys.

2.7.1. Role of Head Teachers in Promoting Key Decision-making

Like any organization, head teachers are the key responsible individuals in school management. They are very important for improving teacher management and teacher motivation and for improving students' achievement.

with stakeholders. These elements can be considered as the essence of educational management. Effective management of schools may lead to improved performance and productivity. Therefore, head teachers can make a key contribution to the creation of a conducive environment for the staff to achieve these things (Workneh, 2012).

Head teachers are empowered to make key decisions and lead all stakeholders at school level, including ensuring that the rights of all stakeholders are maintained and their opinions are heard and considered. They need to explain how the school community members, i.e. teachers, school committee, student representatives and clubs, can participate in school improvement activities. They need to have strategic planning, program design, implementation, and monitoring and evaluation skill. As head teacher, he/she should know the capacity of his/her staff, timely identify capacity gaps, develop skill development plans, train and upgrade his/her staff capacities. Teachers must be rewarded for good performance and their contribution has to be recognized and promoted. Teachers must be encouraged to participate at all stages school development strategic planning and implementation (Workneh, 2012).

2.7.2. Role of PTA in Promoting Key Decision-making

When we talk about school decentralization, we are talking about the involvement of the community at all stages of development planning. Through decentralization, we are aiming at empowering communities on decision making, increase their ownership feeling, morals and communities of among stakeholders.

An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making. Another advantage is that decentralization empowers communities to mobilize resources. In Ghana, for example, decentralization helps to enhance the efficiency of school management and accountability. Decentralization motivates parents to show greater interest in their children's education. In some cases, the functioning of local education offices was financed by communities. The involvement of parents, teachers, local councilors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement. However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (Workneh, 2012).

2.8. International Experiences on Education Decentralization

The debate whether educational decentralization is good or bad is counterproductive and a waste of time (Litvack et al., 1998). It is essential, however, to analyze a wide range of factors which influence success and those which account for failures in implementation. From an international perspective, there are certain countries where education decentralization has yielded good and sustainable results, while in others, not so much good progress is there to talk about.

2.8.1. Educational Decentralization in Brazil

Educational decentralization efforts in Brazil can be traced as far back as the 19th century when the country went through constitutional changes that established a federal system of the government many are familiar with today. The decentralization reforms of the 1930s led to the transfer of power and responsibilities for basic education to federal units in order to improve efficiency and participation (UNESCO, 2005). Besides transforming the active role of the federal government in matters pertaining to operations of schools in all the federal units, the legal provisions of 1996 also gave impetus for school autonomy in which school officials could spend transferred funds nearly at their own discretion.

In the state of Sao Paulo, for example, the process of increasing school autonomy included the transfer of institutional policy decisions to local schools as a way of enhancing accountability and wider stakeholder participation (Maideira, 2007). As much as this process might have been broader in scope by encompassing pedagogic, administrative and financial aspects of decentralization, it was engraved with contradictory practices of centralization planning at the federal level, and to a lesser extent at the state and municipal level (Derqui, 2010). While the use of funds was decentralized, bureaucratic barriers, inequalities in resource distribution and lack of financial capacity at the local level remained a major

challenge. Based on the aforementioned, a question can be asked: Does school autonomy guarantee success towards improved efficiency?

Decentralization reforms in Brazil certainly need not be seen as a smooth political transformation. In fact, it was largely a political process influenced by various factors. For instance, the financial crisis of the 1970s and 80s did not only trigger the need for reduction in public expenditure but also necessitated the need for broadening the resource base, which is one of the objectives for decentralization (Derqui, 2010). It seems that educational decentralization in Brazil laid much emphasis on financial matters as opposed to improving the quality of education. Compared to Argentina where the objective of decentralization was to improve efficiency and quality of education, Brazil focused more on addressing issues of democratic participation by creating school councils. However, “this initiative proved inept due to lack of active participation and authoritarian tendencies, although the current process of school deconcentrating is believed to be improving the situation” (Derqui, 2010).

Coming back to the question of efficiency, one can argue that school autonomy is a vague concept and whether or not it leads to greater efficiency, is merely an argument which is dependent on the prevailing factors such as school leadership capacity. It has been argued that, “although school autonomy has potential rewards, its far-reaching implications might be undesirable in certain contexts” (Dillon, 2011). Further, there is also evidence suggesting that increased school autonomy does not necessarily lead to greater efficiency nor does it always go hand in hand with increased responsibilities (Mcnerney, 2003). Given these assertions, the benefits of educational decentralization in Brazil may be said to have been attractive. But as can be deduced from box below, it is hard to figure out precisely what has been the actual degree of autonomy, level of participation and the impact of decentralization at the school level. Apparently, educational decentralization, albeit posing challenges, will continue to be at the center of educational reforms in that country for years to come.

2.8.2. Regional Experiences across Sub-Saharan Africa

In the same way globalization is becoming an increasingly permeating phenomenon, “so too is educational decentralization being acknowledged as one of its major and pervasive affiliates across SSA region” (Redeout, 2000). Many countries in the region have gone

through a robust transformation from high levels of centralization to diverse models of decentralization. Interestingly, it seems as though many political leaders ‘turned a blind eye’ to the positive factors which gave impetus for centralization after colonialism in favour of the promises offered by decentralization, such as improved democratization and civic participation (Gershberg & Winkler, 2003). However, the study by Naidoo (2002) on decentralization across SSA reviewed that too much centralization or absolute local autonomy can be harmful. For instance, Uganda may be a shining example in the region given that country’s successes (Namukas & Buye, 2009), but the implementation process is still characterised by political and financial risks, suggesting that decentralization is not just complex, but also a process which cannot bear fruits in the absence of sustained political will and a shared vision among stakeholders.

Similarly, field experiences from Tanzania and Nigeria indicate that educational decentralization is a process of trial and error, whose implementation is often politically driven with very little input from local level stakeholders (Naidoo, 2002). Quite often only lip-services are paid which does nothing to improve accountability and the institutional capacities as far as the sub national level is concerned.

2.9. Education Decentralization Framework in Ethiopia

In 1991 the Ethiopian government decided on decentralization policy to legitimize the new state and empower the citizens and/or country’s ethnic groups located by regions (Galshberg and Winkler, 2003) and devolve power to the local level following the 1992 constitution of the transitional government of Ethiopia (Gebre-Egziabher and Berhanu, 2007; Garcia and Raj Kumar, 2008). It was intended to open the way for regional and local governments and through them for local communities, to take greater responsibility, financial and otherwise, for managing their own affairs, including the delivery of social services (Dufera, 2005; Garcia and Raj Kumar, 2008).

The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor’s conviction that education held a key position in the country’s

development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled *General Directions of Ethiopian Education* in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Teshome, 2012).

Similarly, the Federal Democratic Republic of Ethiopia issued two policy documents entitled “*Education and Training Policy and Education Sector Strategy*” in 1994. Initially, policy focused on improving education access and equity. The Government then started to emphasize the importance of school governance. For example, the *Education Sector Development Program (ESDP) I* (MOE, 1998) defined the roles and responsibilities of school governance at the federal, regional and woreda level.

When *ESDP II* was designed in 2002, the Government realized the significance of management and decision-making at the woreda and school levels. This was further strengthened with *ESDP III* (2005) when the Government decided to decentralize critical decision-making from regions and zones to the Woredas and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE, 2005).

The devolution of decision-making authority to the woreda level was expected to strengthen woreda-level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MOE, 2005). The focus of the decentralization program at this time was to strengthen the capacity of Woreda Education Offices (WEOs) through training in educational and financial management (MOE, 2005).

ESDP III also outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers’ houses, and encouraging girls to enroll in schools. Community members and parents are members of the Parent Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE, 2005). The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to

achieving access, equity and quality in primary education (MOE, 2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the woreda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MoE, 2005).

At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government programs because they did not have the capacity to ensure that schools were managed and administered effectively. In addition, the system suffered from a weak relationship between regions and Woredas (MoE, 2010). ESDP IV therefore emphasized the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centers, and improving school-level management through capacity-building programs (MoE, 2010). The General Education Quality Improvement Program (GEQIP) aims to improve quality intervention in key areas, including school management and administration (Ayalew, 2009).

Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; vertical communications +across the education system (MoE, 2008).

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of study area

Oromia Special Zone of Surrounding Finfinne was found in the central part of the Oromia Regional State, surrounding the capital town Finfinne (Figure 1). The special zone has an estimated total area of 4,800 km². It consists of six Woredas (Akaki, Barak, Mulo, Sebeta – Hawas, Sululta, and Walmera) and eight major towns (Burayu, Dukam, Gelan, Holeta, Laga Tafo – Laga Dadi, Sebeta, Sendafa – Beke, and Sululta). The estimated size of population according to 2007 census conducted by the Central Statistical Agency was 794,489, of which 228,420 or 28.75% were urban dwellers and average annual temperature is 16°C (NMA).

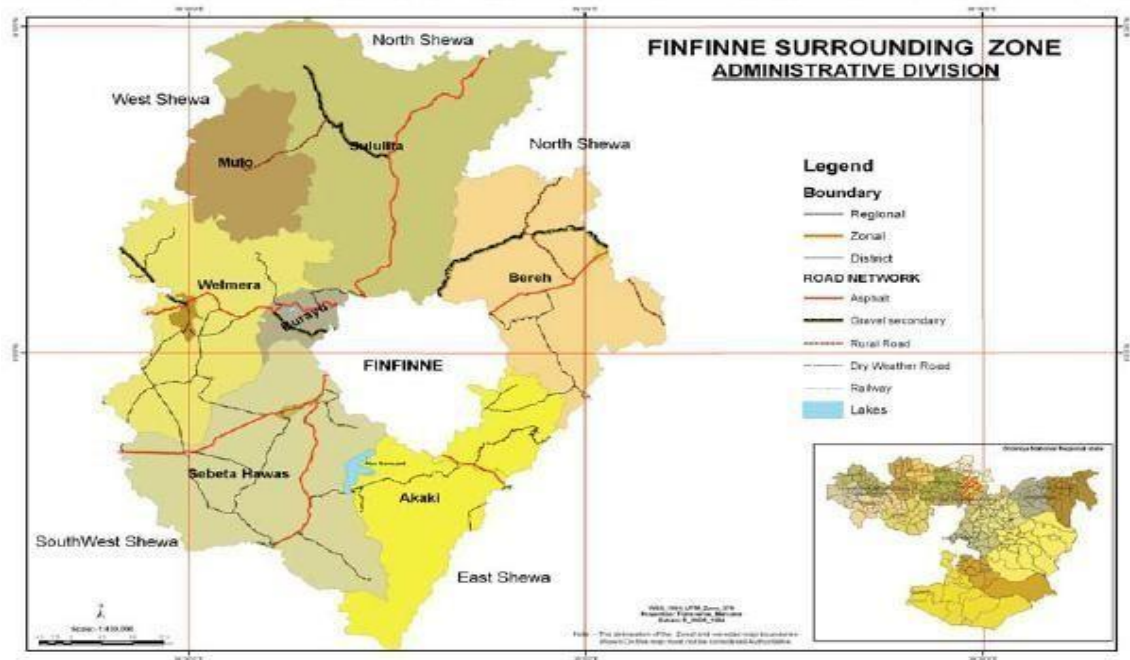


Figure 1: Oromia's special zone Finfinne surrounding cities.

3.2. Research Design

Descriptive survey research design was employed for this study. This design was selected for the reason that it enables the researcher to obtain current information about practice and challenges in the decentralization of educational management in selected secondary schools. It helps the researcher to see what was currently taking place in the decentralization practices. In support of this, Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present. Furthermore, he explained that the main characteristic of this design was that the researcher reports what has happened or what is happening. Survey questionnaire, semi structured interview and document analysis were used to collect the data in the study. The appropriateness of this method for such study was noted by many scholars, such as, Koul (1996) as well as Best and Khan (1989), descriptive survey design becomes useful where one needs to understand some particular information that involves a clearly defined problem and definite objectives.

3.3. Data Sources

Relevant data to the study were solicited from both primary and secondary sources.

3.3.1. Primary Sources of Data

An official and experts from Oromia's special zone surrounding Finfinne Education Bureau, school principals, deputy principals, department heads, teachers, administration personals and PTA members were primary data sources. Involving these groups are believed to be indispensable because they are expected to be the sources of demand-data and the implementers and it would enable the researcher to visualize the complete chain of activities and responsibilities in the process of educational management.

3.3.2. Secondary Sources of Data

Policy documents, manuals, reports, etc. were used as secondary sources of data.

3.4. Population, Sampling and Sampling Techniques

3.4.1. Population and sampling

There were fifteen Woredas in Oromia's special zone surrounding Finfinne. It would be the pleasure of the researcher if it were possible to include all these Woredas in the study. However, due to financial, time and other constraints, the study focused on only eight Woredas. Those are Burayu, Holeta, Sululta, Menagesha, Alem Gena, Awash Melka, Chanco Aba Geda and Mulo Woredas secondary schools. In conducting this research with some possible audiences in mind, the target groups for this study are secondary school principals, department head, teachers, PTA heads and supervisors. The population of the study consisted of 18 principals, 57 department heads, 244 teachers, 8 PTA heads and 8 supervisors. This accounts to a sum of 335.

3.4.2. Sample size and Sampling techniques`

Random sampling technique was employed to select sample Woredas. With this sampling technique, the researcher selected 8 of the fifteen Woredas as the sources of information considering equal distribution of geographical location and level of infrastructure facilities. Burayu, Holeta, Sululta, Menagesha, Alem Gena, Awash Melka, Chanco Aba Geda and Mulo secondary schools. The researcher also used availability sampling technique to select 18(100%) secondary school principals, 57(100%) department heads and 8 (100%) PTA heads and 8(100%) supervisors from all selected Woredas .In addition, to make the study more reliable. Whereas the teachers were selected randomly 122(50%), and In general, 213 respondents are selected.

Table 1: population, sample and sampling technique

no	School name	Respondents	Population	Sample	Percent	Sampling technique
1	Holeta SS	Principals	2	2	100	Availability
		Teachers	34	17	50	Simple random
		Dept. Head	8	8	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
2	Chancho Abba Geda SS	Principals	2	2	100	Availability
		Teachers	30	15	50	Simple random
		Dept. Head	7	7	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
3	Menagesha Kolobo SS	Principals	3	3	100	Availability
		Teachers	38	19	50	Simple random
		Dept. Head	7	7	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
4	Burayu SS	Principals	3	3	100	Availability
		Teachers	36	18	50	Simple random
		Dept. Head	8	8	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
5	Sululta SS	Principals	3	3	100	Availability
		Teachers	26	13	50	Simple random
		Dept. Head	7	7	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
6	Alem Gena SS	Principal	3	3	100	Availability
		Teachers	34	17	50	Simple random
		Dept. Head	7	7	100	Availability
		PTAhead	1	1	100	Availability
		Supervisors	1	1	100	Availability
7	Mulo SS	Principal	1	1	100	Availability
		Teachers	20	10	50	Simple random
		Dept. Head	6	6	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability
8	Awash Melka SS	Principal	2	2	100	Availability
		Teachers	26	13	50	Simple random
		Dept. Head	7	7	100	Availability
		PTA head	1	1	100	Availability
		Supervisors	1	1	100	Availability

3.5. Data Gathering Tools

The primary data for the study were collected from personnel of the selected woreda Education Offices and Secondary Schools through questionnaires and interview based on the basic questions of the research and secondary data were collected from related documents.

3.5.1. Questionnaire

For this study, questionnaire was the most important data collecting tool which helps to save time, encourages objectivity, provide rapid analysis and feed back to the researcher. For this reasons both open-ended and close -ended questions were developed for teachers, department heads and school principals .The questionnaire instrument has three parts; part one personal information of the participants; part two close ended questions and part three include open ended questions. Some of these questions were developed by using five point Likert scales.

A pilot test was conducted before the questionnaires administered by involving non sample respondents. Accordingly, The data gathering tools were tested with 24 teachers, and 7 department heads of Burka Harbu secondary school were select by available sampling method from non sample respondents, and analyzed by Cronbach's Alpha (α). This practice helps the researcher to determine the survey's validity and realibility (marguerite,2010).

The reliability of the items was tested and analyzed by using Chronbach's alpha (α) to see content validity the analysis of pilot test was take place using SPSS version 20. The α value obtained was 0.90 for extent of educational decentralization , 0.91 for managing teaching learning process, 0.96 for secondary school adiminstration ,0.85 for the role of PTA towards the education office. According to George and Mallery (2009). The Chronbach's alpha value indicates that the instrument was carried out with the English teachers of Burayu secondary school. Based on the comment items setting and arrangement , editorial and language improvement was taken place. Thus , the result show that the instrument reliable and final version was prepared and administered for the respondents.

3.5.2. Interview guide

The other instrument to be used for the collection of primary data for the study was an interview. It was helpful to complement the information gathered through other instrument and for the clarification of some unforeseen information semi structured interviews are prepare for PTA heads and supervisors.

3.5.3. Document analysis

In order to find the facts in the study area, the researcher were assess different documents of secondary schools documents such as reports (monthly, quarterly and annual). This helps the researcher to make a crosscheck against the collected data.

3.6. Procedures of Data Collection

In order to administer the readymade questionnaire, the researcher first was attempt to contact the Woreda Education personnel to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers, PTA heads and supervisors are informed about the purpose of the study in detail and then they are given the required information about the questionnaires. Following this, the respondents are provided with a chance to ask questions about the issue which is not clear for them. Then, the researcher would give a brief explanation about each point in the discussion and answer all the questions that are raised.

To this effect, the respondents are told to reply the questionnaires based on the facts and their personal feelings. After the respondents filled the questionnaires, they were return these data back to the researcher for further analysis. An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. Besides, document investigation is also made by the researcher himself. Then, the researcher were collect all the data from the respondents and analyze them by using different methods of data analysis.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis methods were used in the study. Quantitative data which were collected through questionnaire from teachers, department head and school principals were organized, tabulated and described quantitatively by using percentage, frequency, etc. While qualitative data collected through interview from PTA head and supervisors open ended questions were narrated in words. In analyzing the data obtained through an interview, first summary sheets were prepared and content of the responses were analyzed. To this end, analysis and interpretations were made on the data obtained through questionnaires, interview and document analysis. Different statistical methods like mean, frequency percent were employed on the basis of the nature of the data. In analyzing the quantitative data, respondents were grouped in teachers and school leadership (department heads and school principals). Data were entered; coded and analyzed using The “Statistical Package for the Social Sciences” (SPSS) version 20 software. SPSS is a package of programs for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences. (Landau et al.; 2004:1) The data gathered was organized in tabular and figure forms and in terms of the frequency or percentage of responses to each item of the questionnaire. The chi-square test were employed to investigate statically significant ,difference or relationship to determine the significant level at $p < 0.05$ to tolerate errors that may occur due to chance, as it is usually used in social science. The Likert Scale was applied, for each statement that has been computed to significant figures by converting the categorical replies to a numerical scale, where values of 1, 2, 3, 4, and 5 were assigned for ‘very low’, ‘low’, ‘moderate’, ‘high’, and ‘very high’ respectively. The values contained ‘low’, and ‘very low’ considered as low; ‘moderate’ as moderate and ‘high’ and ‘very high’ as high for the translation of a variable into measurement value. Moreover, major information and /or opinion reported by respondents through the open ended questions were considered in data interpretation by categorizing similar responses together.

3.8. Ethical Consideration

Before the study undergo, the researcher need the university approval to conduct this research. Then after, the researcher was sought permission of the study area zone and all participating schools via formal letter requesting to allow her to carry out this study in their institution. The study required the researcher to inform the participants about this study and its purpose. The comprehensive consent form, which provide the participant with an explanation of the research and option to terminate their participation at any time without penalty, was drawn up. It was explained clearly to the participant that they had the freedom of choice to participate or not to participate, that the information gained from them through their responses would be kept secretly. They were assured that the data would not be linked to individual subject.

4.PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part deals with the presentation and analysis of the data collected from the respondents. The first part of the chapter discusses about the characteristics of respondents while the second part deals with the analysis of the findings of the study, corresponding to the basic research questions.

4.1.Demographic Characteristics of Respondents

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the general demographic characteristics of the respondents in sex, age and level of education (academic qualification), and work experience were analyzed and discussed in terms of frequencies and percentage as follows:

Table 2: Demographic Characteristics of Respondents

No		Respondents					
		Teachers		school leadership		Total	
		Fr	%	Fr	%	Fr	%
1. Sex Item	Male	72	59.1	52	69.3	124	62.9
	Female	50	40.9	23	30.7	73	37.1
	Total	122	100	75	100	197	100
2. Age ate o y	20-29	50	40.9	40	53.4	90	45.7
	30-40	44	36.1	24	32	68	34.5
	40-50	20	16.4	10	13.3	30	15.2
	Above 50	8	6.6	1	1.3	9	4.6
	Total	122	100	75	100	197	100
3. Qualification	Diploma	-	-	-	-	-	-
	Degree	114	93.4	62	55.6	176	89.3
	MA	8	6.6	13	44.4	21	10.7
	Others	-	-	-	-	-	-
	Total	122	100	18	100	197	100
4. Experience (years of service)	1-10	47	38.5	17	22.7	64	32.5
	11-20	47	38.5	19	25.3	66	33.5
	21-30	18	14.8	31	41.3	49	24.9
	Above 30	10	8.2	8	10.7	18	9.1
	Total	122	100	75	100	197	100
5. Current position	Teacher	122	57.3				
	Department head	57	26.8				
	principal	18	8.5				
	PTA	8	3.8				
	supervisor	8	3.8				
	Total	213	100				

With regard to the back ground information of respondents, item 1 of table 3 indicated that 72 (59.1%) are males and the remaining 50(40.9%) of them are females. The data shows that the participation rate of females were less than males. The low female participation in teaching seems to originate from the cultural context that are commonly discernible, especially in developing countries of which like Ethiopia. Because of this, there is less participation of females in teaching profession in secondary schools.

As the above table indicates most of secondary schools teachers and school leadership were seem to be young. 94(77%) and 64(85.4%) respectively teachers and school leadership found between range of 20-40 years of age, where as only 28(23%) and 11(14.6%) respectively teachers and school leadership above 40 years of age.

According to the above data the academic qualification of teachers and school leadership, 114(93.4%) and 62(55.6%) respectively were first- degree(BA/ BED/BSc) holder while only 8(6.6%) and 13(44.4%) teachers and school leadership respectively were holder of secondary degree(MA/MSc).

According to the data related to the respondents' experience teachers and school leadership who served 1-10 years were 47(38.5%) and 17(22.7%) respectively, who served 11-20 years were 47(38.5%) and 19(25.3%) respectively and who served 21-30 years were 18(14.8%) and 31(41.3%) teachers and school leadership respectively, while only 10(8.2%) and 8(10.7%) teachers and school leaderships had experiences above 30 years .they can have different understanding and experience concerning challenges and practice of decentralized educational management in secondary school teachers and school leadership had less experience to implement different activity in the school.

4.2. The Extent of Educational Decentralization

School respondents were asked to identify whose responsibility is for recruiting teachers to the school. For this to respond five relevant choices were presented. The frequencies of responses are shown in table 3.

Table 3: Responsibility for Recruiting Teachers to the School

	Respondents	
	Teachers	school leadership
A. WEO	9%	4%
B. Oromia edu. office	-	-
C. school principal	17%	41%
D. PTA commitee	3%	2%
E. others	10%	4%

As seen in table 4 : 17 percent of teachers and 41 percent of school leadership respondents said that school principal is responsible for recruiting teachers at school level. 10 percent of teachers said that teachers in their schools recruited by others bodies such as administration section in their school. 9 percent of teachers reported as it was the responsibility of woreda education office. It was interesting to note that the majority of the respondents indicated that the authority for recruiting teachers goes down to the school level. On the other hand, the respondents from supervisor through interview said that, “with regards to human resources, Oromia education office and WEO have exercise conceded amount of power around teachers’ carrier promotion, and transfer. There is also a tendency of power to hire and fire teachers at school level”. Writer also indicated that decentralized school management helps to make authority down to the school level and give pavement to better efficiency and effectiveness. This is an indication for the existence of education decentralization implementation down to the school level.

A chi-square test of significance was calculated in order to test the relationship between the two groups in perceiving the existence of the authority to hire teachers at school level at the 0.05 level of significance $p=0.000$. It would then be concluded that there existed significantly valid relationship between the two groups in their responses regarding authority of recruiting teachers at school level.

Table 4: Responsibility for Financial & Material Resources Management at School Level

item	Frequency of responses			
	teachers		school leadership	
	N	%	N	%
i. financial management				
A.WEO	15	12.3	-	-
B. Oromia edu. office	6	4.9	-	-
C. school principal	90	73.8	60	80
D. PTA committee	1	0.8	4	5.3
E. Others	10	8.2	11	14.7
ii. material management				
A.WEO	8	6.6	10	13.3
B. Oromia edu. office	7	5.7	-	-
C. school principal	97	79.5	52	69.3
D. PTA	-	-	8	10.7
E.Others	10	8.2	5	6.7

Respondents were also requested to indicate the authority of administration financial and material resources in their school. Table 4, item (i) reveals that 73.8 percent of the respondents from teachers and 80 percent from school leadership respondents indicated that principal is responsible for financial management. 8.2 percent of teacher and 14.7 percent of the school leadership respondents were also disclosed that others such as administration and finance personnel and donors are responsible for financial management. As per the majority of the respondents, school finance is administered at school level. However, the supervisor respondents indicated that there is a tendency to be centralized financial management by WEO. Writers also indicated that financial management was handled at higher level and lower level institutions are told to do what. This is not what decentralization is all.

Table 4, item (ii) showed that 79.5 percent of teachers and 69.3 percent of school leadership indicated that school principals are responsible for material management in their school. 8.2 percent teachers and 6.7 percent of school leadership disclosed that other bodies (administration personal) is responsible for managing materials in their respective schools. The survey indicated that the school materials are provided by the WEO and the school has

power to administer it. In order to use economy of scale, material distribution was carried out at Oromia level. Writers also showed that at the Oromia Education Bureau level, material resources include all the equipment, buildings and even vehicles that are purchased and maintained in order to assist schools in their teaching and learning function. Over all, these indicated that financial and material administration is not fully devolved at school level.

The chi-square test of significance was computer for this question. The result showed that the 0.05 level of significance, $p=0.021$ for the financial management and $p=0.019$ for material management. The computed value of X^2 is less than the level of significance in both cases. It would then be concluded that there existed significantly valid relationship between the two.

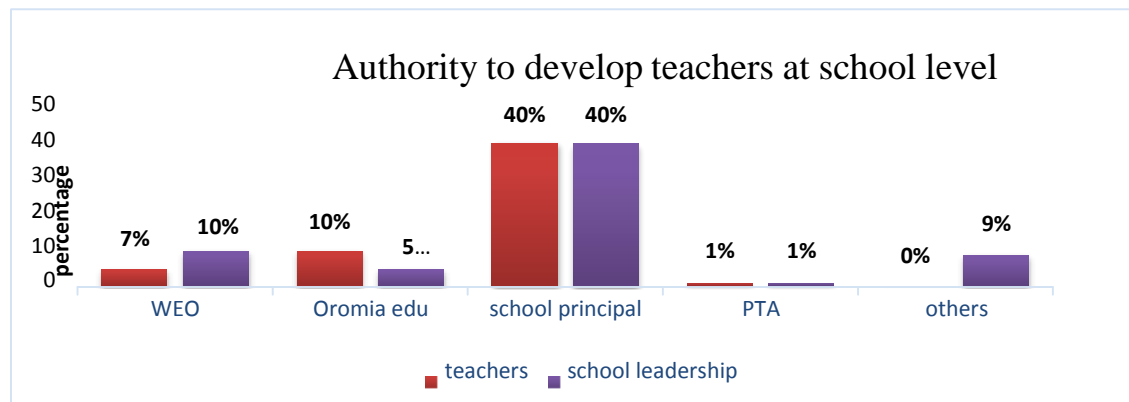
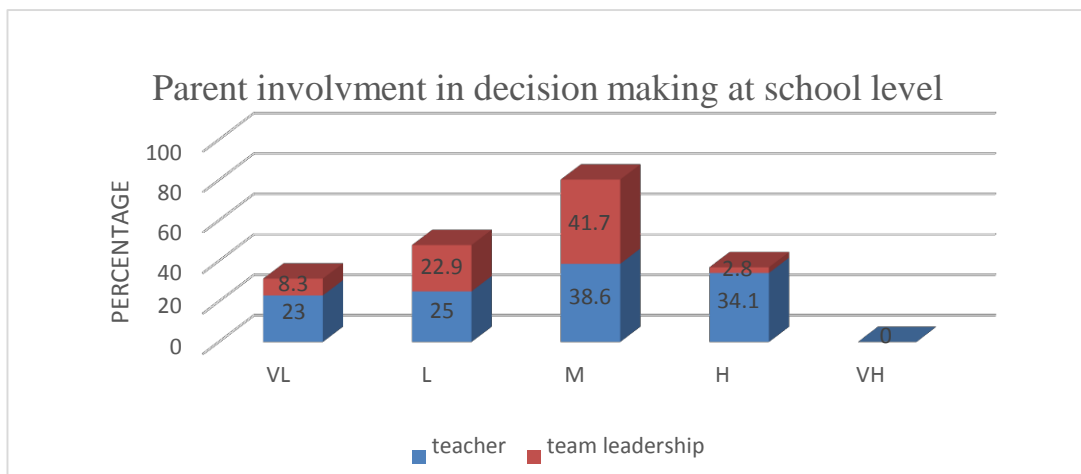


Figure 2: Authority to develop teachers at school level

As observed in Figure 2, 40 percent of the respondents from teachers and school leadership indicated that school principals had the authority to develop staff in their school. 10 percent and 7 percent of school leadership and teachers were also said that woreda education office is responsible for teachers' development. The survey indicated that there is an authority to develop teachers at school level. Supervisor respondents also disclosed that based on the need assessment staff training is given at all level i.e. Oromia special zone, WEO and school level. Writers also revealed that head teacher should know the capacity of their staff, timely identify capacity gaps, develop skill development plans, train and upgrade their staff capacities. This is also an indication of the existence education decentralization implementation at the school level. A chi-square test was calculated for figure 2 and detected that there is significant valid relation between the two types of school. The result of the test

showed that for at the .05 level of significance, $p= 0.000$. Thus, conclusion would be drawn that there is reliable evidence showing the existence of authority in developing teachers at school level.

Teachers and school leadership respondents were also asked to tell the level of encouraging parents to involve in decision-making at school level. Figure 3 shows that 2.3 percent of the teacher respondents indicated that there is very low PTA involvement in decisionmaking. 25 percent of the respondents said that there was low PTA involvement, 38.6 percent of the respondents indicated that moderate PTA involvement and the rest 34.1 percent indicate high involvement PTA in decision-making at the school.



VL(Very low) , L(low) , M(moderate) , H(high) , VH(very high)

Figure 3: parent involving decision making at school level

When we come to the school leadership respondents, 41.7 percent of the respondents said that there is moderate level of encouragement to involve parents in decision making and the rest 25 percent of the respondents said there is a high level of encouragement to involve PTA members in decision-making in their schools. Overall, in conclusion, PTA encouragement in decision-making is at moderate level in both teachers and school leadership. The respondents indicated that the PTA has a big role in school teaching-learning process and exercise an extensive role of decision-making at school level. Writer also underlined that through decentralization, they are aiming at empowering communities on decision making, increase their ownership filling, and morals among stakeholders. Overall, in conclusion there seems a gap existed in the implementation.

A chi-square test was calculated for Figure 4 and detected that there is significantly difference between the two types of groups. The result of the test showed that at .05 level of significance, $p = 0.524$. Thus, conclusion would be drawn that there is difference between the two groups in the level of parents' involvement.

4.3 . Managing Teaching-learning process

Questions were posed to the two groups in order to investigate whether there is or not planning communication strategy for consultation at school level.

Table 5: Planning Communication Strategy for Consultation at School Level

item	Frequency of responses									
	Teacher					school leadership				
	VL	L	M	H	VH	VL	L	M	H	VH
i. Planning and preparing for consultation	1.6	73.8	13.1	4.1	7.4	-	1.3	16.0	74.6	8.0
	-	84.4	6.6	-	9.1	1.3	9.3	80.0	9.3	-
ii. Conducting consultation	-	95.1	2.5	2.5	-	92.0	8.0	-	-	-
iii. Level of obs. demon. and consultation	0.8	6.6	86.9	4.1	1.6	1.3	4.0	90.7	2.6	1,4
iv. Degree of using clinical supervision										

VL=very low , L=Low M= moderate, H= High, VH= Very high

Thus, in conclusion, as per Likert scale, the rating of the five-point scale was found to be moderate in school leadership and low in level of planning communication strategy for consultation at teachers group. The supervisor respondents also disclosed that WEO is fully responsible and has full authority to follow-up the instructional process is taking place as per the process of quality standard. Writers also indicated that experts and supervisors working at various levels outside the school are expected to take responsibility for problems and weaknesses that arise in schools, and they play leading roles in implementing effective practices and decisions. These show that there is an existence of poor level of coordination between the woreda and school administration.

Table 6: School Timetable

Item	Frequency of responses										
	Teachers					school leader ship					X ²
	VL	L	M	H	V H	VL	L	M	H	VH	
i.Preparing timetable for school affairs management	-	2.5	45.7	89.3	4.1	-	1.3	42.8	52.5	6.7	0.06
ii.Teachers involvement during preparation	-	9.1	37.8	34.1	-	18.8	12.5	57.5	25.0	6.2	0.08
iii.Consideration forload equalization	1.6	4.9	49.2	39.3	1.6	1.3	2.7	36.0	53.3	2.7	0.92
iv.Balancing difficult subjects session	2.5	8.2	54.1	31.9	3.3	6.7	13.3	36.0	40.0	4.0	0.28
Outcomes of Timetable in:											
v.Bringing efficiency and skill	0.8	6.6	10.7	70.5	11.5	-	6.7	6.7	54.7	32.0	0.01
vi. Cultivating good habit of working	-	1.6	6.6	77.1	14.8	1.3	2.7	4.0	69.3	22.7	0.35

VL= very low, L = low , M = moderate, H= high, VH= very high X² = chi –square
at $\alpha= 0.05$ and degree of freedom = 4

Item (i) of Table 6 below reveals that the level of preparation timetable for school affairs management was rated as 45.7 percent of teachers and 42.8 percent of school leadership respondent indicated as moderate. The total average rating on the five-point scale was found to be 25 in both teachers and school leadership respondents. These indicate that high level of tendency in preparing timetable for school affairs management. As per item (ii) of Table 6, the extent of teachers involvement in timetable preparation of teachers was 37.8 percent whereas in school leadership was 57.5 percent. The total average rating on the five-point

scale was found to be 30 in school leadership and 20 in teachers. These indicate that the level of teachers' involvement in timetable preparation is moderate.

Item (iii) of Table 6 indicated that the level of respondents on how much the load of teachers equalized during timetable preparation. 52.3 percent of the respondents indicated from the teachers groups that there is moderate level of consideration in equalizing load and 33.3 percent of school leadership respondents said high level of consideration in their respective schools. The total average rating on the five-point scale was found to be 30 in school leadership and 20 in teachers group. Item (iv.) Table 6 discloses that there is moderate level (45.5 percent) and high level (41.7 percent) of consideration in balancing difficult subjects' morning and afternoons. The total average rating on the five-point scale was found to be 20 in both teachers and school leadership groups. These indicate that the level of tendency in considering difficult time schedule is high in both cases.

Item (v) Table 6 indicates that 56.8 percent of the teachers group respondents said that the outcome of timetable brings moderate efficiency and skill. 43.8 school leadership group respondents indicated that the outcome brings high level of efficiency and skill. The total average rate in both group is 20; indicating that the outcome brings high level of efficiency and skill

Item (vi) Table 6 indicates the outcome of timetable in cultivating the good habit of working regularly. 61.4 percent of teacher respondents were given moderate level and 50 percent of the school leadership respondents given high level. The total average rate in both cases is 28 indicating that the outcomes brings moderate level of cultivating good habit of working in teacher and high level of regular working in school leadership group. The survey indicated that there is a tendency of preparing timetable for school affairs management. The level of teachers' involvement and consideration to equalize work load in timetable preparation is moderate. It also disclosed that the level of tendency in considering difficult time schedule is high in both cases. Respondents were also indicated that the outcome could bring high level of efficiency & skill and used to cultivate good habit of working. Expertise from supervisor also disclosed that whenever the school plans to perform any activity, it used to involve PTA in the process, discussed together and decided together. Writers also indicated

that decentralization motivates parents to show greater interest in their children's education, students to involve in school decision making have brought significant results. Head teachers are also empowered to make key decisions and lead all stakeholders at school level, including ensuring that the rights of all stakeholders are maintained and their opinions are heard and considered. In conclusion, head teachers should be more transparent, give room for the opinions of others and try to consolidate the better idea to the program.

A chi-square test was calculated for each items of Table 6 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (i) $p= 0.063$, for item (ii) $p=0.008$, for item (iii) $p= 0.922$, for item (iv) $p=0.282$ and for item (v) $p=0.010$ and for item (vi) $p= 0.352$. Thus, conclusion would be drawn that there is reliable evidence showing the existence of statistically significant difference between the two groups in the level of preparation of timetable for school affairs management, level of outcome of timetable in balancing difficult subjects' session, and brining efficiency and skill in their respective schools.

Table 7: Preparation of Communication Materials

Item	Frequencies of response									
	Teacher					school leadership				
	VL	L	M	H	VH	VL	L	M	H	VH
i. Preparation communication materials	1.7	76.2	9.8	9.8	2.5	-	1.3	14.6	84.1	-
ii. Communicating behavioral & academic expectation	2.6	65.5	9.8	3.3	-	2.7	4.1	14.6	45.9	4.1
iii. Communication with parents on student progress	12.3	46.7	38.5	2.5	-	13.3	16.0	46.7	17.3	6.7

VL=very low, L= low , M= moderate , H= high, VH= very high

Inspection of Table 7 item (i) reveals that 76.2 percent of the teacher group respondents reported that there is low level of preparation of communication material in their schools. 84.1 percent of the school leadership respondents were indicated that there is high level of

communication materials preparation in their school. On the other hand, the percentage of respondents that confirmed the preparation of communication materials level is moderate was 9.8 percent of teacher and 14.6 percent of school leadership. As per the Likert scale, the rating of the five-point scale was found to be low on the preparation level of communication materials in teacher group and high in school leadership group.

Item (ii) Table 7 indicates that the responses of the respondents from teacher and school leadership on the level of communication of behavioral and academic expectations as well as a cooperative learning environment between the school and the students. 65.5 percent of teacher respondents indicated the level of communicating as low and 45.9 percent of the school leadership respondents indicated the level of communicating as high in their respective schools. As indicated in the table, 9.8 percent of the teacher respondents replied moderate level, 3.3 indicated high level and 2.6 percent indicated as very low level of communication in their schools. 14.6 percent of school leadership respondents replied as there is moderate level, 4.1 percent very high level and the rest 2.7 percent said that there is very low level of communication. As per the Likert scale, the rating of the five-point scale was found to be low in communicating behavioral and academic expectation in teacher and high in school leadership group.

Item (iii) Table 7 indicates that the level of both teacher and school leadership respondents on communicating parents on the progress of students in terms of academic performance, behavior, discipline etc. and seek solution. Majority of the respondents from the government school indicated that there is low level of communication strategy and 46.7 percent of school leadership respondents indicate as moderate level of communication strategy exists in their respective schools. As per the Likert scale, the rating of the five-point scale was found to be low in communication with parents on student progress and high in school leadership respondents. The survey indicated that there is low level of preparation communication materials, communicating behavioral and academic expectation to the students in the school. The respondents were also rated as low the level of communication with parents on student progress in secondary schools. Supervisor also disclosed that school operation in the secondary school is not head- teachers centered. It is more devolved and participatory. PTA has power in decision making and students also have the right to involve in decision making.

Writers also indicated that staff will need support in developing the kind of critical reflection that makes ongoing professional learning possible. In-conclusion the school should work on communication to make students and parents more accountable and responsible. Teacher and school leadership respondents were asked to indicate to level towards some twelve key issues of teachers and students joint responsibilities.

Table 8: Teachers and Students Joint Responsibilities

Student's responsibility	Frequency of Responses										
	Teacher					school leadership					X ²
	VL	L	M	H	VH	VL	L	M	H	VH	
i. Attending classes daily	-	11.4	43.2	45.5	-	6.2	10.4	18.8	36.9	25.0	0.01
ii. Attending lessons offered	2.3	61.4	18.2	18.2	-	6.2	14.6	37.5	25.0	16.7	0.02
iii. Doing homework and assignments on time	20.5	50.0	15.9	13.6	-	6.2	8.3	25.0	50.0	10.4	0.00
iv. Executing directives and advise	4,5	54.6	31.8	9.1	-	10.4	12.5	20.8	41.7	14.6	0.004
v. Properly handling textbooks and other teaching aids	9.1	50,0	27,3	13.6	-	2.1	-	56.2	35.4	6.2	0.000
vi. Giving respects to teachers & other staffs	-	9.1	56.8	34.1	-	4.2	4.2	41.7	31.2	18.8	0.005
Teacher's responsibility											
vii. Helping and supporting students	-	-	26.2	57.4	16.4	1.3	6.7	27.3	53.3	10.3	0.71
viii. Managing classroom	-	9.8	40.9	45.1	4.1	-	-	33.3	53.3	13.4	0.1
ix. Evaluating students' progress	13.1	13.1	40.9	25.4	7.3	-	-	22.7	64	13.3	0.150

V= very low, L= low, M= moderate, H= high, VH= very high, X² = chi-square at $\alpha = 0.05$ and degree of freedom = 4

According to Table 8 below, item (i), over 35 percent of respondents felt that there is high level of students' class attendance daily. The table also shows that there is moderate level of attending the lessons offered by the teachers in school leadership and low in teacher groups. Item (iii) also indicated that 50 percent of teacher respondent rated low for students in doing their homework and assignments on time. 50 percent of school leadership respondents rated as high. Item (iv.) indicated that 56.6 percent of teacher respondent leveled low degree of student's responsibility in executing the proper directives and advises. 41.7 percent of school leadership respondent leveled as high degree of student's in executing directives and advises. Regarding proper handling textbooks and other teaching aids, 50 percent of teacher respondents given low rate and 56.2 percent of teacher respondents given moderate level. Majority of both group respondents indicated as there was moderate level of student's responsibility in giving respects to teachers & other staffs.

Regarding teachers responsibilities, Table 8, item (vii) revealed that above 50 percent of the respondents from both teacher and school leadership respondents rated as high degree of teachers giving appropriate help and supporting for students. Item (viii) also indicated that over 43.2 percent of respondents from both group rated that teachers have executed high level of classroom management activities. Table 8, item (ix) also indicated that there is moderate level of continuous students' progress evaluation system in teacher group and high level of continuous students' evaluation.

The survey showed that there is moderate level of attending the lessons offered by the teachers in school leadership and low in teacher group., low level of students in doing their homework and assignments, and low degree of student's responsibility in executing the proper directives and advises. Regarding proper handling textbooks, respondents from teacher groups rated as low and moderate in school leadership group. Majority of both group respondents indicated as there is moderate level of student's responsibility in giving respects to teachers & other staffs. With regards to teachers' responsibilities, both teacher and school leadership respondents rated as high degree of teachers giving appropriate help and supporting for students.

The survey also indicated teachers have executed high level of classroom management activities and moderate level of continuous students' progress evaluation system in teacher group and in reverse high level of continuous students' evaluation. Respondents also indicated as majority of the students are not doing their homework and assignments on time, and are not willing in giving proper respects to teachers and other staffs so that it became a challenge in teaching learning activities. Expertise revealed that school can have its internal policy regarding discipline matters. Writers also indicated that adult supervision, systematic rewards, clear rules and expectations, and consequences for misbehavior are the primary techniques used to manage behavior. In conclusion, discipline should be one of the important aspects which need to take the attention of all stakeholders in education system.

A chi-square test was calculated for each items of Table 8 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (vii) $p=0.071$, and item (viii) $p= 0.084$. Thus, conclusion would be drawn that there is reliable evidence showing the existence of statistically significant difference between the two groups in the level of teachers helping and supporting students and managing classroom activities.

4.4. Secondary School Administration

Bellow, Table 9, Item (i) indicates the level of school in providing sample instructional and professional material to building their capacity. 66.4 percent of teacher respondents said moderate, 20.5 percent replied as high. 54.7 respondents of school leadership indicated as moderate and 27.7 as high. Item (ii) reveals on organizing short training and experience sharing programs. 47.5 percent of respondents from teacher respondents rated as moderate and 33.6 percent rated as high level of training and experience sharing programs in their schools. In the case of school leadership respondents , 53.3 leveled as moderate and 26.7 percent as low rate of training and experience sharing program existed. The total average rate for item (i) is 20.83 and item (ii) is 20; indicating that there is moderate level of providing training material and training & experience sharing program.

Table 9: Teachers Development

Item	Frequencies of response										X ²
	Teacher					school leadership					
	VL	L	M	H	VH	VL	L	M	H	VH	
i. Providing material	5.7	15.6	66.4	20.5	-	2.7	13.3	54.7	22.7	6.7	0.038
ii. Training & experience sharing	4.9	13.9	47.5	33.6	-	6.7	26.7	53.3	13.3	-	0.309

V= very low, L= low, M= moderate, H= high, VH= very high, X²= chi square at $\alpha = 0.05$ and degree of freedom = 4

Over all, the survey indicated that there is moderate level of providing training material and training & experience sharing program that helps to develop teachers at school level. supervisor respondents also expressed during the interview that staff training is done based on the needs assessment at school level. There is also a training provided at department, woreda, and school level. Majority of the teachers are by now attending for their degree. Most training is also given during summer time. Writers also indicated that knowledge and skills are not static but improve continuously through further training and experience. In conclusion, the issue of teachers professional development need due attention both at school and at higher level.

A chi-square test was calculated for each items of Table 9 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (i) $p = 0.039$, for item (ii) $p = 0.309$. Thus, conclusion would be drawn that there is reliable evidence showing the existence of statistically significant difference between the two groups in the level of both providing sample instructional and professional material and training & experience sharing programs to develop teachers in their schools.

Table 10: Performance Evaluation

The purpose of evaluation:	Frequency of Responses										X ²
	Teacher					school leadership					
	VL	L	M	H	VH	VL	L	M	H	VH	
i.Improveteachers’performance	5.7	15.6	49.2	29.5	-	4.0	18.7	52.0	25.3	-	0.219
ii.Future management decision	-	8.2	51.6	37.7	2.5	4.0	13.3	53.3	26.7	2.7	0.877
iii. Realize the expectation	4.1	15.6	27.9	52.5	-	-	17.3	53.3	22.7	6.7	0.174
iv. Identify strength and weakness	6.6	18.9	24.6	45.9	4.1	6.7	17.3	33.3	33.3	9.3	0.174
v. Identify problem & causes	9.1	24.6	36.9	29.5	-	5.3	8.0	46.7	26.7	13.3	0.084
vi. Develop potential	9.8	20.5	39.3	24.6	5.7	6.7	13.3	46.7	26.7	6.7	0.035
vii.Humanresource planning	12.3	28.7	34.4	21.3	3.3	4.0	12.0	46.7	26.7	10.7	0.013
viii.Improve communication	9.1	14.8	44.3	27.9	9.1	5.3	13.3	41.3	32.0	9.3	0.469

V= very low, L= low, M= moderate, H= high, VH= very high $\chi^2 = \text{chi-square}$ at $\alpha = 0.05$ and degree of freedom = 4

A close look at Table 10 reveals the levels for the purpose of evaluation in their respective schools. Majority of the teacher and school leadership respondents reported that the importance of evaluation in their school has moderate level to improve teachers’ performance, for future management decision, to identify problems and causes for inefficiency, to develop a greater level of consistency through regular feedback on performance discussion about potential, to provide information for human resources planning and improving communication. 45.9 percent of teacher and 33.3 percent of the school leadership respondents indicated the purpose of evaluation help in their school to identify one’s strength and weakness as high. 52.5 percent of teacher respondents also indicated that the purpose of evaluation enable to realize the expectation rated as high while

53.3 percent of school leadership respondents rated as moderate. Overall, they rated the purpose of performance evaluation as moderate.

The survey showed that the respondents rated moderate level for the question regarding the purpose of performance evaluation at school level is to improve teachers' performance, for future management decision, to realize the expectation, identify strength and weakness of the teacher, identify problem & causes existed, develop teachers' potential, for human resource future planning and to improve communication. Expertise from supervisor also indicated that there is a package for teaching-learning improvement. Performance evaluation is also part of this package. Each department has autonomy to decide by itself at school level. Writers also indicated that the important elements in the head teachers' managerial skills include ability to create a good work environment, public relations skills and the ability to communicate well with stakeholders. Over all, it showed that there needs to have common understanding and agreement on the purpose of evaluation at all level.

A chi-square test was calculated for each items of Table 10 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (i) $p= 0.408$, item (ii) $p=0.099$, item (iii) $p= 0.358$, item (iv) $= 0.524$, item (v) $p= 0.103$, for item (vi) $p= 0.730$, for item (vii) $p=0.337$ and for item (viii) $p= 0.699$. Thus, conclusion would be drawn that there is reliable evidence showing the existence of statistically significant difference between the two groups in the level of purpose of performance evaluation in their schools. Respondents were requested to indicate the characteristics of leadership in the school.

Table 11: Characteristics of Leadership

The purpose of evaluation:	Frequency of Responses										
	Teacher					school leadership					X ²
	VL	L	M	H	VH	VL	L	M	H	VH	
i. Having dedication	4.9	10.7	46.7	32.8	4.9	-	4.0	26.7	40.0	29.3	0.537
ii. Positive relationships	-	6.6	32.8	49.2	11.5	4.0	2.7	20.0	46.7	26.7	0.423
iii. Consideration for others	-	19.7	28.7	46.7	4.9	4.0	6.7	29.3	40.0	20.0	0.398
iv. Supporting the staff and students	-	24.6	31.1	32.8	11.5	-	10.7	26.7	46.7	16.0	0.285
v. Participating strong and visible leadership	-	11.5	40.9	40.9	6.6	1.3	4.0	33.3	50.7	10.7	0.257
vi. Maintaining teachers moral	-	3.3	28.7	49.2	10.7	2.7	20.0	26.7	45.3	4.0	0.039
vii. Challenge to grow and plan	8.2	16.4	46.7	28.7	-	-	10.7	46.7	22.7	20.0	0.700
viii. Delegation of responsibility	3.3	14.8	40.9	32.8	-	6.7	10.7	45.3	26.7	10.7	0.117
ix. Motivation	6.6	28.7	32.8	19.7	12.3	-	20.0	46.7	26.7	6.7	0.299
x. In-service training	8.2	19.7	36.9	28.7	6.6	4.0	33.3	40.0	10.7	10.7	0.334
xi. Involving in planning & decision making	8.2	19.7	46.7	14.8	10.7	6.7	26.7	46.7	16.0	4.0	0.437

VL = Very low, L = Low, M = moderate, H = High, VH = very high X² = chi-square at $\alpha = 0.05$ and degree of freedom = 4

According to Table 11, item (i), 46.7 percent of respondents from the teacher indicated that principal and department head had moderate level of dedication for the aim of their school. 40.0 percent of the school leadership respondents indicated that there is high degree of principal and department heads dedication to the aim of their school. Majority of the respondents indicated for item (ii.) through item (iv.) as there is high level of positive relationships between the school communities, principal and department heads showing high level of consideration for others and provide support for the staff and students. School respondents also indicated that (item v through item xi) there is moderate level of challenge to grow and plan more carefully, delegation of responsibility, motivation development plan

and involving in planning and decision making. Overall, they rated the characteristics of leadership as moderate. Expertise disclosed that there is a participatory and transparent leadership style at school level. WEO is responsible to coordinate, support and control teaching-learning practices. Writers disclosed that head teachers must have team management, coaching and conflict management, motivation, delegation and monitoring and evaluation skill. Teachers must be rewarded for good performance and their contribution has to be recognized and promoted and must be encouraged to participate at all stages. In conclusion, the leadership aspect at school level should get more emphasis from the higher level.

A chi-square test was calculated for each items of Table 11 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (i) $p= 0.537$, item (ii) $p=0. 423$, item (iii) $p= 0.398$, item (iv) = 0.285 , item (v) $p= 0.257$, for item (vi) $p=0.039$, for item (vii) $p= 0.700$, for item (viii) = 0.117 , for item (ix) 0.299 , for item (x) 0.334 and for item (xi) $p= 0.437$. Thus, conclusion would be drawn that there is an existence of statistically significant difference between the two groups in the level of positive relationship, consideration for others, maintaining teachers moral, involving in planning & decision making, motivation, in-service training and delegation of responsibility.

4.5. Role of PTA and Woreda Education Office

Both groups of respondents were also asked to rate the role of woreda education office and PTA participation in terms of annual continuous professional development (CPD) plans and parents involvement in follow-up their kinds respectively.

In Table 12 bellow, item (i) indicated that over 40 percent of both respondents reveled that there is moderate level of WEO role in CPD plans and monitoring and evaluating the CPD activities of schools. Item (iii) indicated that 45.5 percent of the teacher respondents leveled that the roll of WEO in following-up the progress of CPD rated as law while 41.7 school leadership respondents rated at moderate. Above 35 percent of the respondents (item iv) from both group indicated that WEO has moderate level of degree of communication with school communities' in general teaching-learning activities.

Table 12: PTA and Woreda Education Office Participation

No items	Frequency of Responses										
	Teacher					school leadership					X ²
	VL	L	M	H	VH	VL	L	M	H	VH	
i. Role of WEO in CPD plans	13.6	19.2	60.4	4.5	2.3	12.5	33.3	45.8	6.2	2.1	0.523
ii. Role of WEO in M&E CPD activities	15.9	20.5	55.5	5.8	2.4	14.6	29.2	43.8	10.4	2.1	0.806
iii. Role of WEO in following-up the progress of CPD	13.6	45.5	29.5	11.4	-	14.6	29.2	41.7	10.4	4.2	0.348
iv. Communication in general teaching learning activities	13.6	19.7	53.0	13.6	-	10.4	27.2	52.0	10.4	-	0.858
Parents involvement in follow-up their child											
v. Checking communication book	22.7	52.3	22.7	2.3	-	16.7	8.3	45.8	25.0	4.2	0.000
vi. Helping kids at home	25.0	43.2	31.8	-	-	8.3	18.8	50.0	20.8	2.1	0.000

VL= very low ,L = low, M = moderate, H = high , VH= very high X² = chi- square at $\alpha=0.05$ and degree of freedom = 4

With regards to parents involvement in following-up their kids in checking their communication book and helping kids at home , item (v and vi) above 40 percent of teacher respondents leveled as low. In the case of school leadership respondents, they leveled as moderate. supervisor also disclosed that WEO is fully authorized and empowered to follow-up, coordinate, support and solve the problems that arise at school level. PTA has full authority, and fully participation in decision-making at school level. Writers also disclosed that WEO is responsible to strengthen school management and parent and community partnership in order to improve decision-making at school level. Decentralization also

motivates parents to show greater interest in their children's education. In conclusion, the school has to communicate with parents regarding their child follow-up and zone education office should be able to control WEO activities.

A chi-square test was calculated for each items of Table 12 to detect differences between the responses of the two groups. The result of the test showed that at the .05 level of significance, for item (i) $p= 0.523$, item (ii) $p=0.806$, item (iii) $p= 0.348$, item (iv) $= 0.858$, item (v) $p= 0.000$, for item (vi) $p= 0.000$. Thus, conclusion would be drawn that there is statistically significant difference between the two groups in the role of WEO in CPD plans, M&E activities, and follow-up in progresses and communicating in general teaching-learning activities.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with major findings of the study, conclusion and recommendations.

5.1 Summary

The main purpose of this study was to assess the practices and challenges of decentralization of educational management in some selected secondary schools of Oromia special zone surrounding Finfinne in terms of assessing the extent of education decentralization implemented at school level; identifying the major challenges affecting in managing the process of teaching-learning activities and examining the role of PTA towards quality of education and propose pertinent recommendations accordingly. Descriptive research methodology used 122 respondents from teacher ,75 respondents from school leadership (school principals and department heads) and PTA head and supervisor of secondary schools in Oromia special zone surrounding Finfine were used sampling unit and surveyed. The secondary schools were selected from eight woreda based on random - sampling. Survey questionnaire and key informant interviews were used to collect the necessary information. Data were analyzed using the “Statistical Package for the Social Sciences” (SPSS) version 20 software.

1. The Extent of Educational Decentralization

From the analysis undertaken, regarding the extent of education decentralization implemented at school level, the following has been found:

- The authority for recruiting teachers goes down to the school level,
- There is a tendency to be centralized financial management by Oromia special zone bureau. The school materials are provided by the WEO and the school has power to administer it. In order to use economy of scale, material distribution is carried out at zone level,
- There is an authority to develop teachers at school level,
- There is moderate level of PTA encouragement in decision-making in both teacher and school leadership groups. But there is an indication that the PTA has a big role in teaching learning process and exercise an extensive role of decision-making at school level.

2. Managing Teaching-Learning Process

From the analysis undertaken, regarding identifying the major challenges affecting secondary schools in the process of managing teaching-learning activities; such as human and material capacities, local school governance and leadership the following has been indicated:

a) Regarding teaching-learning management:-

- The analysis indicated that there is low level of consultation strategy in teacher . There is low level of principal working with teachers in classrooms through observation, demonstration, consultation and using clinical supervision strategy. It was also indicated that WEO is fully responsible and has full authority to follow-up the instructional process is taking place as per the process of quality standard.
- .The analysis also indicated that the level of doing evaluation and performance appraisal in the school level is low. When we see the level of appraisal in satisfying the needs of the school and teachers, majority indicated as the level was low. From the analysis the researcher has found that staff evaluation and performance appraisal is done at school level and the school has full responsibility to do evaluation and there is also transparent system even to nominate individual for awards at department level.

b) Regarding Students and Teachers joint responsibility:-

Students' responsibility:-

- There is high level of students attending classes regularly. But, the level of attending the lessons offered by the teachers is low. The level of doing homework and assignments on time is also low.
- There is low degree of student's responsibility in executing the proper directives and advises.
- Low level of proper handling textbooks and other teaching aids and moderate level of student's responsibility in giving respects to teachers & other staffs. - Expertise also revealed that school can have its internal policy regarding discipline matters.

Teachers' responsibilities:-

- There is high degree of teachers giving appropriate help and supporting for students and classroom management activities. But, there is moderate level of continuous students' progress evaluation system in secondary schools in Oromia special zone surrounding Finfine.

Teachers Development:-

- ❖ The analysis indicated that there is moderate level of providing sample instructional and professional material to building teachers capacity in secondary schools.
- ❖ There is moderate level of existence in organizing short training and experience sharing programs in the schools. From the triangulation the researcher found that staff training in done based on the needs assessment at school level.
- ❖ There is also a training provided at department, woreda, zone , and school levels. Majority of the teachers are by now are attending for their degree. Most training is also given during summer time

Performance evaluation:-

- ❖ The analysis indicated that the importance of evaluation in the schools has moderate level to improve teachers' performance, its help for future management decision, to identify problems and causes for inefficiency, to develop a greater level of consistency through regular feedback on performance discussion about potential, to provide information for human resources planning and improving communication.

Characteristics of Leadership:-

- ❖ The finding indicated that principal and department head had moderate level of dedication for the aim of their school, high level of positive relationships between the school communities, principal and department heads in showing consideration for others and providing support for the staff and students.

- ❖ There is moderate level of challenge to grow and plan carefully, delegation of responsibility, motivation development plan and involving in planning and decision making.

3.Role of PTA and Woreda Education Office

The researcher was tried to examine the role of PTA and WEO towards the quality of education and found the following:

a) Role of Parents:-

- The finding indicated that there is low level of parent's involvement in helping and following-up their kids at home.

b) Role of woreda education office:-

- There is moderate level of WEO role in continuous professional development (CPD) plans and monitoring and evaluating the CPD activities of schools. The analysis also indicated that WEO has moderate level of degree of communication with school communities' in general teaching-learning activities such as follow-up, coordinate, support and solve the problems that arise at school level.

5.2 Conclusions

The research concludes in the assessed secondary schools of Oromia special zone surrounding Finfine the decentralization of educational management is well cascaded and implemented. The core management aspect of this policy such as the authority to recruit teaching staff, administration and developing teachers' capacity and PTA involvement in decision-making processes are decentralized at the school level. But financial and material resources administration is not fully devolved at school level.

On the other hand, the findings indicated that there is poor planning communication strategy for consultation and doing consultation with individuals and group of teachers and doing staff evaluation and performance appraisal. The communication with parents on student progress is low. Students do not attend the lessons offered by the teachers, and they do not do their homework and assignments. The students responsibility in executing directives and advises,

handling textbooks and other teaching aids are low. Lack of sufficient instructional and professional material to building teachers' professional capacity, organizing short training and experience sharing programs was also another challenge affecting secondary school administration.

In the same token, the school leaders have low level of dedication, do not challenge teachers to grow and plan more carefully. School leaders do not practice the delegation of responsibility, refrain from motivating staffs and allowing them to involve in planning and decision making. The limited capacities of teachers and leaders have contributed to the poor management in schools. It was also verified that the role of woreda education office (WEO) in annual continuous professional development (CPD) plans and monitoring and evaluating the CPD activities of schools is limited. Similarly it was found out the parents' involvement in following up their children in home-work doing and support are very poor. These all are the implication for the challenges of decentralization of educational management in secondary schools of Oromia special zone surrounding Finfine.

5.3 Recommendations

The study recommends the following key actions in order to address the limitations and gaps identified by this research. The recommendations are believed to become useful if undertaken in coordinated manner by all those concerned bodies. These are:

1. Oromia special zone surrounding Finfine is able to put certain strategies that make stakeholders more accountable for discharging their responsibility.
2. School heads are able to plan to provide training to the school teachers according to an ongoing program so that they can perform their task in a better way.
3. Supervisors should done evaluation for the benefits of both the school as well as to the teachers themselves.
4. Appraisal is given to the teacher with a clear understanding of how the supervisor feels the teacher is performing the job, clear up any misunderstandings about what is expected,

establish a program of improvement and improving the working relationship between the supervisor and the teacher.

5. School heads should employ certain strategies in an effort to increase teachers' job satisfaction: in-service training, involving teachers in planning and decision making, giving more responsibilities, recognition for quality of work and good ideas, creating positive interaction between members of staff and making transparent system in the school.

6. School heads are seeking other opportunities to get adequate instruction aids that help to upgrade teachers' performance capacities, such as information technology access.

7. The Schools are maintaining regular communication with students on behavioral and academic expectations as well as creating cooperative learning environment between the school and the students. They should schedule a meeting with stakeholders and discuss on student issue as well as the overall the teaching-learning progress on agreed upon timeframe and this should be institutionalized into the school management structure.

8. The WEO is strengthen its role in CPD plan, monitoring and evaluating the CPD activities, supporting and following-up the teaching-learning progresses, able to communicate the success or failure and work closely with the school communities.

9. Parents are supporting their children at home, follow-up in doing home-work, study and must take it as an everyday activity. The role of parents in school learning and teaching should also be motivated and encouraged

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7. APPENDENCES

APPENDEX –A

HARAMAYA UNIVERSITY Post

Graduate Program Directorate

College of Education and Behavioral Sciences

Department of Educational Planning and Management

I. Questionnaire to be filled by teachers and school leadership (department heads and school principals)

Dear Respondents:

I am a postgraduate student, who conducted a thesis research on the topic, entitled **“practices and challenges in the decentralization of educational management in secondary schools of Oromia special zone surrounding Finfinne.”** At the Department of Educational Planning and Management of Haramaya University. The result and success of the study will depend on the quality of your response. Hence, I request you kindly to provide accurate and honest responses to the items presented. Your identity and ideas will be kept confidential and your response will be used only for academic purpose. Please respond to all the questions.

General Directions:

- No need to write your name
- Circle the correct answer from the given alternative
- Give precise and short responses to open-ended questions if any, and please follow instructions provided for each part
- Please give only one answer to each item unless you are requested to do otherwise.

Thank you in advance for sacrificing your precious time

Section one: Background Information of the Respondents

1. Your school Name _____

2. Sex A. Male B. Female

3. Age A. 20-30 B. 30-40 C. 40-50 D. above 50

4. Level of Education (Academic Qualification)

A. Diploma B. BA C. BSc D. Bed E. MA F. MSc G. Any other

5. Total years of service: A. 1-10 B. 10-20 C. 20-30 D. above 30 years

6. Current position _____

Section Two: The extent of educational decentralization

8. Who is responsible for managing the financial resources of the school?

- a. Woreda Education Office b. School Principal c. Parent-Teacher Association
Committees d. Other

Specify: _____

9. Who is responsible for managing the material resources of the school?

- a. Woreda Education Office b. School Principal c. Parent-Teacher Association Committees
d. Other Specify: _____

10. Who has the authority to hire and fire teachers in the school?

- a. Woreda Education Office b. School Principal
c. Parent-Teacher Association Committees
d. Other Specify: _____

11. Who has the power to develop teachers in the school?

- a. Woreda Education office b. School Principal c. Parent-Teacher Association committees
d. other Specify: _____

Section Three: Managing teaching learning process

Please provide appropriate responses by using the tick mark “√” to the corresponding items. Key:- 5 = very high, 4 = high, 3 = moderate, 2 = low, 1 = very low

No	Planning communication strategy for consultation at school level	1	2	3	4	5
12	Planning and preparing for consultation					
13	Conducting consultation					
14	Level of observation, demonstration and consultation					
15	Degree of using clinical supervision					
Evaluation and performance appraisal at school level						
	School time table	1	2	3	4	5
16	Preparing time table for school affairs management					
17	Consideration for load equalization					
18	Balancing difficult subject session					
19	Bringing efficiency and skill					

20	Cultivating good habit working					
	Preparation of communication materials	1	2	3	4	5
21	Preparation communication materials					
22	Communicating behavioral and academic expectation					
23	Communication with parents on student progress					
	Teachers and student joint responsibilities					
	Student responsibility	1	2	3	4	5
24	Attending classes daily					
25	Attending lessons offered					
26	Doing homework and assignment on time					
27	Executing directives and advise					
28	Properly handling text books and other teaching aids					
29	Giving respects to teachers other staffs					
	Teachers responsibility	1	2	3	4	5
30	Helping and supporting students					
31	Managing classroom					
32	Evaluating student progress					

Section Four: Item related to secondary school administration

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

Key:- 5 = very low, 4 = low, 3 = moderate, 2 = high, 1 = very high

No	Teachers development	1	2	3	4	5
33	Providing materials					
34	Training and experience sharing					
	Performance evaluation	1	2	3	4	5
35	Improve teachers performance					
36	Future management decision					
37	Realize the expectation					
38	Identify strength and weakness					
39	Identify problem and causes					
40	Develop potential					
41	Human resource planning					
42	Improve communication					

Characteristics of leadership

	Principal or department heads	1	2	3	4	5
43	Having dedication					
44	Positive relationships					
45	Consideration for others					
46	Supporting the staff and the students					
47	Participating strong and visible leadership					
48	Maintaining teachers moral					
49	Challenge to grow and plan					
50	Delegation of responsibility					
51	Motivation					
52	In service training					
53	Involving in planning and decision making					

PTA & WEO participation	1	2	3	4	5
i. Role of WEO in CPD plans					
ii. Role of WEO in M&E CPD activities					
iii. Role of WEO in following-up the progress of CPD					
iv. Communication in general teaching learning activities					
Parents involvement in follow-up their child					
v. Checking communication book					
vi. Helping kids at home					

Section five

54. What are the main challenges that affect your day-to-day teaching-learning activities at your school?

55. What are your key recommendations which could address the above indicated challenges specifically; and any other pertinent suggestion that may improve the secondary school management in Oromia special zone surrounding Finfinne Administration in general?

- a. _____
- b. _____
- c. _____ d. _____
- e. _____
- f. _____
- g. _____

APPENDIX – B
HARAMAYA UNIVERSITY
Post Graduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Planning and Management

II. Interview Questions to be answer by supervisors and PTA Heads.

Dear Respondents,

The main purpose of this interview is to collect data and information on the practices and challenges in the decentralization of educational management in secondary schools of Oromia special zone surrounding Finfinne. The findings of the research and the recommendations that follow will serve as inputs for improvement in educational management, not only in Oromia but also in the nation as a whole.

Thank you in Advance

Section one: Background Information of respondents

1. Place of work: _____
2. Sex: _____
3. Age: _____
4. Academic Qualification: _____
5. Year of service: _____
6. Current Position: _____

Section Two: Main Questions

7. What is the essence/core of education decentralization in case of our country/in our context?
- Our country experience
8. What are the challenges encountered due to decentralization?
9. What are the aspects of decentralization in terms of the following?
 - a. organizational settings
 - b. capacity
 - c. coordination
 - d. communication mechanisms
 - e. work practices
10. What Conditions/environment existed in terms of?
 - a. Internal & external policy
 - b. Economic
 - c. Socio cultural
 - d. Political
 - e. Technological

11. Key Aspects/side of governance: What looks like the aspects of governance in terms of the following?

a. Participation/involvement b. Autonomy c. Transparency d. Accountability