

**FACTORS AFFECTING THE PRACTICES OF KEBELE EDUCATION
AND TRAINING BOARD IN SCHOOL MANAGEMENT OF BALE ZONE
GENERAL SECONDARY SCHOOLS**

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DEDICATION

I dedicate this piece of work to my family who helped me overcome with those challenges that I have faced since my childhood.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my bona fide work. I have 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 citation.

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BIOGRAPICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

CP	Community Participation
DEO	District Education Office
ESDP	Education Sector Development Program II
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Package
KETB	Kebele Education and Training Board
MoE	Ministry of Education
OREB	Oromia Regional Education Bureau
PSTA	Parent Teacher Association
REB	Regional Education Bureau
SBM	School Based Management
SMC	School Management Committee
UN	United Nations
UNESCO	United Nations, Educational, Scientific and Cultural Organization
ZED	Zonal Education Department

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Factors Affecting the practice of Kebele Education and Training Board in School Management of Bale Zone`s General Secondary Schools

Zenebe Abebe

ABSTRACT

The main purpose of this study was to investigate factors affecting kebele education and training board members in carrying out their practice in school management of Bale zone general secondary schools. A descriptive survey design which supplemented by mixed method were employed. Accordingly, samples of five secondary schools found in five districts were selected by using simple random sampling. Further, 90 sample secondary school teachers were selected by stratified random sampling from the five secondary schools proportionally. 5 school principals, 5 school vice principals, in the sample secondary schools and each head district education offices were selected by availability sampling and 35 Kebele Education and Training Board and 30 Parent Student Teacher Association were selected by purposive sampling . Questionnaire was used to collect data from respondents. Interview guide and document review were also conducted to supplement the information obtained through questionnaires. The data obtained quantitatively were first edited, organized and tabulated and then analyzed using frequency counts, percentage, mean, standard deviation and correlations. The qualitative data gathered through interview and documents were analyzed using narration. The findings of the study revealed that in some of the schools Kebele Education and Training Board did not hold all the society groups; not used work guided manuals properly and the relationship between Kebele Education and Training Board and other stakeholders were low as well as there were lack of commitments and some attitudinal problems in school management. Finally, based on these findings, to improve the situation recommendations were made on awareness creation programs and empowering the school board in school management issues; providing work guide document in the form of orientation and training before school board start working; establishing variety of communication to inform school progress by concerned body.

1. INTRODUCTION

This chapter contains, the problem and its setting including background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitation , limitation of the study and definition of key terms were included .

1.1. Background of the Study

Educational management is the administration of education system in which a group combines human and material resource to supervise, plan strategies and implement structure to execute an education system. Educational management can be defined as a set of educational activity that include planning, organizing, leading and controlling the use of resources such as human, financial, material and information with the aim of achieving educational goals in an efficient and effective manner (Shermerhorn,2003). Educational management is concerned with the internal operations of educational organization and also their relationships with in environment or communities.

The management of education implies the practical measures for ensuring the system to work for achieving the goals or objectives of the educational institution. MoE (2002) stated that citizens could participate actively in socio-economic development activities by enhancing their knowledge, power of thinking, awareness, talent and skills to achieve objectives of educational organization. Similarly, the MoE (2006) explain the main goal of any education system is to cultivate individual capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude. In fact, the philosophy of education varies from country to country depending on the objective reality and political system that country follows. Even through, its main function is to accelerate the growth and development of a nation and improving the living standard of citizens (Wakweya, 2007).

This function of education cannot be realized without the active participation of community, parents and their representative/school board and parent-teacher association members. As MoE (2006) suggested at present the involvement of the community is limited to fund raising and contributions in labor for school construction, but there are many more ways in which their involvement can improve both educational access and quality.

Education organization and its management can be viewed as either centralized or decentralized in a given country. According to Hallac 1992 cited in Asress (2005), the 1960s and 1970s centralized educational system was generally regarded as effective in supporting the expansion of education in many developing countries. However, the growth of the size of educational system and financial constraints of 1980s resulted in the ineffectiveness of centralized system.

This system is ineffective because of the following reasons Shaffer (2003) Lack of funds to provide all communities with the necessary education and thus is often unable to guarantee a sufficient education to all children. The management capacity of bureaucracies has not kept up with the expansion of the system. Centrally designed programs are seldom responsive to the need of the poor source. Similarly, centralized administrative structure in developing countries lack the human, financial and material resources needed to be able to provide education for all (UNESCO, 2002). That means authority is delegated in small degree to the subordinates which has a negative effect on quality, access and equity of education.

Since centralized school administration system is ineffective, decentralized education administration and management system is empowering the subordinates/lower levels to participate in decision making. Ikoya (2008) suggested the advantage of decentralization as: it ensures that decisions are made close to the firing line by personnel with technical knowledge and permits more rapid response to external change, it makes greater use of human resource and unburden top-level administrative. Decentralization has shown greater commitment in education for the children in which they have formed school committee in order to address the need of the schools, community involvement in Africa countries have shown improved access, quality, relevance effectiveness of education (Brown, 2002)

Education in Ethiopia indicated that the organization and management of education was highly centralized in past, especially during the imperial period. But an attempt was made to establish decentralization on activity of delegating some responsibilities of ministry of education to the lower level of education office for different activities of the school. To make the service delivery of the school decision making which were highly centralized different activities were made. But no significant measures were taken in practice. So, the education system remained highly centralized, bureaucratic, and unresponsive to the need of the community in effective and

efficient term and the overall educational system is generally influenced by the ministry (MoE, 2006).

Accordingly, guidelines were prepared by the ministry of education regarding the importance of community participation in Regional Education Bureau, Zonal Education Office, District Educational Office and Schools. Kebele education training boards also established in different way. But in the guide line the practices of these different bodies were not clearly stated and results weak implementation at lower level (MoE, 2006). Based on the weak implementation of the decentralization phase was carried out in 1988 and another guide line that states the authorities and responsibilities of each body from ministry of education to down the school was prepared .However, the participation of kebele education and training board and community in school management was still problem.

Decision making is being shifted from regions and zones towards districts, municipalities and further to school level. This is to improve direct response and local participation so as to promote good governance and a better service deliver. As a result, education training boards were established at district and school level. Moreover, the ministry prepared the education management and community participation and financial guideline, which clearly indicates the responsibility of each educational management hierarchically from ministry to local level (MoE, 2006).

1.2. Statement of the Problem

The achievement of high quality education, the capacity of schools has to be developed. As Lunenburg (2000) stated, quality of education is composed of three interrelated dimensions, the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of the results (outputs and outcomes). By strengthening the internal conditions of the schools, what Ethiopia so far has undertaken to provide quality education is promising. Based on the Education and Training Policy Promulgated in 2006, the education management system is decentralized to the grass root level. The guideline prepared by Ministry of Education in 2006 E.C indicates, the duties and practices of KETB and PSTAs to

help them actively participate in school activities and facilitate school community relationship (MoE, 2006).

To this effect, the MoE prepared guidelines for school boards together with other responsible bodies through decentralized educational structure to ensure the participation of community in the school management. This shows that the ministry of education is convinced that the participation of community and school board /committee is mandatory for the realization of schools' intended objectives (MoE, 2002).

However, according to MoE (2006) many problems were observed in KETB participation in education. Inadequate planning skills, lack of decision making and insufficient of monitoring and evaluation of the school activities to interpret policies and management capacity at the lower levels of organizational structure are crucial problem in realizing the goals of education. So, to full-fill the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structure.

On top of that, different researchers in Ethiopia conducted researches on the practice of Kebele Education and Training Board (KETB) identified different problems. To mention some of their findings, research conducted by Asress (2005) focused only on the availabilities and clarity of guidelines provided to KETB members, the relationships between KETB, Parent Student Teachers Association (PSTA), District education offices (DEO) and the community. However, it lacks to address the factors/constraints related to KETB, PSTA members, DEO experts, teachers, and the community. Hence the problems are still unaddressed.

Another research survey conducted by Erdolo (2014) in Hadiya zone stated that the lower relationship of the school board with the local community, local council, DEOs and local NGOs and these stakeholders did not to provide training and skill support to empower KETB members in the school management.

Accordingly, Oromia Regional Education Bureau (OREB) supervision team field report revealed that there is lack of participation of KETB in school activities and loose coordination among the school and the members of KETB. In addition, OREB Confirms that the activities of KETB are not fully implemented their activities in majority of regional schools as it is desired. The reasons

might be mentioned were non participatory leadership style of KETB members because of KETB have faced lack of interest and commitment, the attitude of principals towards KETB members capacity, lack of appropriate monitoring and evaluation and lack of adequate materials. Moreover, KETB members have lack of confidence to participate on the management of school; lack of incentives for KETB members and lack of well-designed strategy and program (OREB, 2014).

In the same way, the research of Gezahegn (2011) in government secondary schools of Bale Zone revealed that lack of well-organized concerned body, lack of commitment/motivation, lack of coordination among schools, DEO, ZED and REB, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the participation of KETB in the school management.

Since poor participation of KETB in the school management has great impact on students' achievement (of course, its needs further study); this study is targeted to fill the gap of the stated researches in Bale zone secondary schools specifically and in Ethiopia in general. To the knowledge of the researcher of this paper there is scarcity of studies which focus on the factors affecting the practices of KETBs, in school management of secondary school in Bale zone. Due to this reason the writer of this paper felt, there is a gap that need to access comprehensively about the current status of the practices of KETBs in secondary schools of Bale zone. Indeed, these circumstances initiated the researcher to launch a study on the issue.

From experience of researcher as teacher and school principal participated in school managements in different district observed that the members of KETB seems not to be well participated in the school activities. Thus, it could be possible to say that they might not be participated at the school and/or cluster level from the angle of experience guess of the researcher. This experience against the guideline of KETB makes a difference in the mind of the researcher that motivates him to investigate the practices of KETB in secondary schools of Bale Zone.

Therefore, this study were attempted to investigate factors affecting kebele education and training board in carrying out their practices in the school management and addressees the solutions for the investigated problems.

1.3. Research Questions

To this end, the following basic questions were raised:

1. To what extent did members of KETB practices school management in Bale zone secondary schools?
2. To what extent were the board members familiar with government policies and guidelines?
3. What was the working relationship between members of KETB and DEO look like?
4. What was the level of relationship between the KETB and the community?
5. What were the major constraints that affect the participation of KETB in school management?

1.4. Objective of the Study

It is evident that a given research was expected to set objective that guide the whole work of the research paper. Accordingly, the following section tried to do well on the objectives of the study.

1.4.1. General objective

The general objective of the study was to investigate factors affecting the practices of school leaders at kebele education and board of training in Bale zone's general secondary schools.

1.4.2. Specific objectives

The study had the following specific objectives to

1. Explain extent to which the KETB members participate in the management of Bale zone secondary schools.
2. Assess the extent to which the board members familiar with government policies and guidelines.
3. Investigate the working relationships between members of KETB and the DEO.
4. Analyze the working relationships between the members of KETB and the community.
5. Find out the major constrains that affect the participation of KETB in school management.

1.5. Significance of the Study

It may contribute to the capacity building of KETBs to manage general secondary school through training and giving awareness; it enhances the quality of education of the school by raising awareness of creation programs in KETB members. The study might indicate the major problems that affecting the KETBs to carried out their practices in managing schools; it helps principals, KETB members', district education officials and other concerned bodies and forward some suggestions in the way of improving practices of KETB; it may also provide important feedback to bureau and other responsible bodies about the status of the KETB in managing secondary schools of the Bale zone; the finding results may be administered to district in distributing to all concerned bodies as much as possible and the recommendation may be used for improving the educational management system at kebele and schools in the zone. It might serve for further research as a reference to conduct a similar field.

1.6. Delimitation of the Study

To make the study more manageable, this study was delimited to factors affecting the practices of KETB in school management of secondary schools of Bale Zone. Although the researcher believes that the study could conduct as a country the study delimited geographically to Bale zone due to time and financial constraints. The study was also delimited methodologically to simple random sampling technique because to provides equal chance for all respondents. In order to carry out the study the researcher would apply quantitative and qualitative methods because, quantitatively to summarize the data in simple and understandable way and qualitatively to strength the quantitative data and to triangulate the findings. The study also was delimited by data gathering tools which includes questionnaire, interview guides and document analysis.

Even though there are many factors affecting the practice of KETB in school management in secondary schools of Bale zone, the researcher was delimited to independent variables, such as factors related to parents, members of school board, principals and teachers,. In Bale zone there are twenty one district and 55 secondary schools and 963 teachers, among these the study was delimited on five secondary schools,90 of sample school teachers, 5 principals,5 vice principals 30 PSTA, 35 KETB and 5 head of district education offices.

1.7. Limitation of the study

This study had its own limitations. The following were the problems encountered to the researcher while he was conducting this study: lack of related research work, shortage of current and adequate literatures particularly to the topic under study; respondent were reluctance to fill out the questionnaire on the expected time; some problems were faced when organizing interview as anticipated because of in-availability of persons on the desired schedule. So to overcome the problems like, cost, time and materials that faced the researcher while organizing data for the study the school directors, district education office and teachers those who accommodate for the mentioned limitation and the researcher devoted more time and effort exerted to the study by no means claims it could be conclusive.

1.8. Definition of Key Terms

Community is people who live in a certain geographic area and who may or may not have children in the school.

Community participation is the active involvement of community in school management in resource mobilization (financial, human and material and etc)

District is a division or area marked off developed for administrative purpose with defined authority and responsibility. Above kebele & below zone or between kebele and zone.

Factors is one of the things that affects an event, decision or situation.

Kebele Education and Training Board is a school organization composed of kebele executive members, principals, representative of PSTA, women, youth and teachers association that have main duties of decision-making and controlling school activities and responsible for kebele in which the school is found (MoE, 2006).

Parent Student Teacher Association is school leadership team including representative of parent teachers and students that are elected by parent teacher assembly so as to create opportunities for the community and the school work together closely (MoE, 2006).

Partnership is a relationship among different groups in which each group has equal influence on decision making to or more persons or groups working together on joint in endeavors for mutually determined objectives.

A practice is actual performance to carry out particular activities.

Secondary school is according to the 2006 education and training policy of Ethiopia. It is secondary educational level from 9-12 subdivided in to two cycles. Grade 9-10 and 11-12. (MoE, 2006)

Zone refers to the level of government administration that is below region and above district or sub-divisions of a region that consists of some number of districts.

1.9. Organization of the Study

This research paper was composed of five main parts. The first part deals with the introduction of the study which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and concepts of operational key terms. While the second part deals with review of related literature pertinent to the study and the third part emphasized on the research design and methodology that incorporates: research design, research method, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration, the fourth part focused on finding and discussions on important issues. The last part, part five, of the study focused on the summary, conclusion, and recommendations.

2. REVIEW OF RELATED LITERATURE

It is necessary to establish a theoretical frame work to the problem under study. This chapter intended to review various literatures related to the topic. Consequently; the section deals with schools as learning community, schools and community relation, the concept of decentralization, forms, and dimensions and rationalizes decentralization, school governance, school based management, community participation in school management, the school management committee council, and the skills, knowledge and experiences required for school board, factors affecting the effectiveness of the school board and the conceptual framework.

2.1. Schools as Learning Community

Schools are part of the greater social system of the community. People in the community have the right not only to be informed about school happening but also to be engaged in this happening. If school personnel do not use available means to interact with members of the community, the school will become static and un responsive changing community and social needs. Moreover the concept of schools as learning has the potential to build up on existing excellent practice in the schools, to provide quality education for students. This leads to the development of culture of continuous improvement, increased innovation and creativity, enhanced skills and understanding, improved trainings and development programs for all members of community. To the community members and their representatives in school management is dynamic process that encourages, support and provide for them to work together to improving and students teaching (Banks, and Cherry, 2001).

2.2. School and Community Relation

School community relationship is the smooth communication of school management with student parents on problem encounter in teaching and learning process. School and community relation is the interaction between the school and surrounding community which helps to the community to encourage actively participate of schools and strengthen partnership between the school and community (Brown 2002). The fundamental reasons for creating close and intimate relations between the school and community are economic, educational and psychological, that is, economic which is to make efficient use of both the school and the community. Educational to

which that improve the academic achievement of learners by the use of the environment and benefit.

Strengthening the relationship of school and surrounding community in school affairs improves activities intended to perform in the schools. Regarding rationales of community participation, Townsend (2001) stated that, if the community participate more in school affairs the input in school activities also becomes greater. According to Townsend the rationales of community participation in school can be: Community participation can contribute both to increased usage of resources of the school and improved performance of the schools community as well, this increases the organization effectiveness of the schools, community involvement can contribute to improve academic performance of students in school, community participation will contribute to the development of school policies and practice which could be more effective and equitable for the community lastly, The capacity of schools serve education problems is enhanced if parents and community members are part of the problem solving.

Community participation is the central to the ideal of the effective school in two ways. First the community is expected to contribute local resources to the school through the provision of in kind contribution and voluntary participation in school activities. In addition families have particular responsibilities to support and reinforce the education of their children. Second the school is expected to contribute resources to the community by addressing community needs. In this programs and getting students work on community problem (World Bank, 2011).

The community participation in school management is crucial activities of education in order to facilitate the students learning through solving school problems. Regarding this (Kumar, 2005) stated that, the community is said to be participating if the community is able to make decision in educational issues using its right to lead the education development program by participating in planning, managing, monitoring, and evaluation of school activities. In general, as it is understand that school and community relation help to increase student achievement by establishing contusive school climate and encourage community and create awareness and understanding of community which lead them to actively participate in the school affairs .

2.3. The Concept of Decentralization

Decentralization refers to a transfer of authority away from the central state to autonomies, bodies having their own legal entity, for taking political and administrative decision and assuming responsibility for the delivery of education. Rondilli and Cheama (2001) described it as the transfer of planning, decision making or administrative authority from the central administrative unit to semi-autonomous and parastatal organizations. This refers to basic administrative concept and process of shifting and delegating power and authority from a central point to subordinate level within the administrative hierarchy in order to promote independence, responsibility and quicker decision making adopting policies and programs to needs of those levels. It also means the systematic and deliberate dispersal of powers, local government. Decentralization according to Ikoya (2008) in study on infrastructure in Nigeria concludes that the level of maintenances of school facilities is higher in decentralized than in centralized schools. Decentralization in education means a shifting in the authority distribution away from the central “top” agency in the hierarchy of authority. Different forms of decentralization are diverse in their justifications and in what they imply for the distribution of authority (Gynor, 2008)

As decentralization by Dejnozka (200) decentralization means the transfer of all or part of authority to subordinate structure .such structures may include ,provincial, districts ,manipulates and schools. Similarly, MoE (2006) emphasized that interests in decentralization is based on the belief that decentralized functions ,activities or authority to lower level structures confers responsibilities and enhance transparency and accountability and flexibility hence increasing efficiency and effectiveness .

According to Hansen (2005) decentralization is the transfer of decision making autonomy responsibility, and tasks from higher to lower organizational level or between organizations. To him decentralization is the removal of certain centralized power or control to various areas ,sally the area where operational take place .also the concept of decentralization has been evidenced in both developed and developing countries in the belief that it can bring about reforms in service delivery (Rondinelli,and Cheama 2001). Decentralization is most effective in organizations where subunits are autonomous and cost and profit can be independently measured. The benefits

of decentralization according to management literature on centralization and decentralization include: Decisions are made by those who have the most knowledge about local conditions; greater managerial input in decision-making has a desirable motivational effect; and managers have more control over results. The devolution of decision making power, to the lowest level of government authority to promote democracy and development which were affect them personally (Banks, and Cherry 2001).

2.4. Forms of Decentralization

Typologies of decentralization have flourished Duboils (2009) for example, political administrative, fiscal and market decentralization are the type of decentralization .drawing distinctions between these various concepts is use full for high lighting the many dimensions of successful decentralization and the need among them. Nevertheless, there is clearly overlap in defining these terms and the precise definitions are not as important as need for a comprehensive approach (Daun, 2007), political administrative, fiscal and market decentralization can also appear in different forms and combinations across countries, within countries and even within sectors. as discussed above decentralization involves the transfer of all or part of the decision-making ,responsibilities and authority vested in central government to regional ,provincial or local authorities (districts ,municipalities and communities) or even to schools themselves.

Decentralization can have political, administrative, fiscal and market dimensions. Hence, the forms and dimensions of decentralization elaborated as follows. Political decentralization is the devolution of policy and decision making power (such as over content of curricula) to local governments, sometimes democratically elected; administrative decentralization refers to the transfer of planning and management responsibilities from central to local levels; fiscal decentralization creates change in the control over financial resources to local authorities, including distribution of central resources to local authorities .sometimes using needs-based formulate (which may include, for example members of households below the poverty line) and delegating or devolving revenue collecting power to local governments; market decentralization is the transfer of control over resources allocation to non-state actors such as the private sector by supporting private sectors through policy, tax breaks, or even subsidies requirements that parents

contribute user fees (and that schools, to matching extent, sell their services to parents) can also be viewed as a form of market decentralization (Daun, 2007).

2.5. Extent of Decentralization

The extent to which power is transferred by each types of decentralization can be classified as:

2.5.1. Decentralization

The most common form of decentralization employed in the agriculture service, primary education, and preventive health and population sub-sector. It is the transfer of task and work load to sub-units of the system or some administrative authority (responsibility) to lower levels with in central government ministries agencies (Roseland 2005).

2.5.2. Delegation

Delegation is the form of decentralization takes when parasitatal and other semi-autonomous government agencies are assigned responsibility for implementing sector investment. UNESCO (2002) states that decentralization of education making power aims to transfer hierarchal level by which delegation authority could be exercised within policy framework established.

2.5.3. Devolution

In the minority of cases decentralized organizational arrangement within the sectors are purely developed types. In decentralization institution the authority and responsibility is convey from top to local bodies (Daun, 2007). The creation and strengthening of governments whose activity is substantially outside the direct control of central government. Devolution is said to be the purest form of decentralization. The local government operates independently of central government. This means in devolution decentralization local authoritative have the authority and responsibility to make decisions by themselves on their own affairs without the interferences of other bodies.

2.6. Rationale of Educational Decentralization

There are several reasons for undertaking educational decentralization. That means educational decentralization has numerous purposes for local school management and quality of education. It enhances the community to have a sense of ownership on schools. If the community leads schools, it can have its own contribution to promote and maintain the quality beyond sending children to school because; the community knows the need its children very well. Strengthening this idea Grauwe et al, (2005) as cited in (Daun, 2007) pointed out that one of the purpose of decentralizing education service is to widen the participation of non-education professionals at local community level in the management of schools.

The rationale for education decentralization tends to be associated with democratization, regional and /or ethnic pressure, improved efficiency and enhanced quality of schooling. Moreover, UNESCO (2002) states that decentralization aims to engage parent and community members along with teachers, principals and students by allocating them a major and active role in school decision-making. It allows a tailored plan addressing the local and regional problems and needs, to more flexible, innovate and creative administration at the regional and district levels bring government nearer to the people by facilitating both formation exchange and accountability of authority to the societies. In Ethiopia educational decentralization existed to empower the district, the community and the school decision on educational issues, preparing strategic and action plan, coordinating and using resources (MoE, 2005).

2.7. School Governance

School governance is a crucial school management reform that reinforces the school as well as the local communities in school leadership in order to improve quality of education through the improvement of school.

Governance is award that conjures up an images of abstract political, administrative and management process. It is easy to lose sight of the real impact that governance practices in education can have on the lives of ordinary people, the hopes and aspiration of parents and children, and the human development prospects of human nations. Similarly, education

governance as it is not simply the system of administration and management of education in a country. In its broadest sense, it is concerned with the formal and informal processes by which policies are formulated, priorities identified, resources allocated and reforms implemented and monitored. Governance is an issue not only for central government but also for every level of the system from the education ministry down to the classroom and community. It is ultimately concerned with the distribution of power in decision-making (UNESCO, 2002).

2.7.1. School based management

School based management is delegation of authority to individual schools to empower them in order to make decision about the educational programs including staffing, budgeting and programming through school governors. Regarding to this (William and Paula 2008) define school based management (SBM) as the decentralization of decision-making authority from a school board to superintendents, from superintends to and from principals to other members of the school community such as students.

Mc Ginn and Welsh (2005) state school site or school based management are all approaches to the management of public schools or systematic private schools where in there is significant and consistent decentralization to the school level of authority to make decisions related to the allocation of resources, with resources defined broadly to include knowledge, technology, power, material, people, time and money. The school remains accountable to central authority for the manners in which resources are allocated.

Because school based management is greater decentralization form, it is very essential for quality of education provided to children. To this end, Brown (2002) explain six features of effective school based management as follows: Autonomy, flexibility and responsiveness; planning by principal and community; adoption of new practices by the principal; a participatory school environment; collaboration and collegiality among staffs; and a heightened sense of personal efficiency for principal and teachers.

As Baere, 1993, as cited in (Daun, 2007), in school based management different stakeholders have practices so as to carry out their duties appropriately. Both the district and the school have distinctive practices to perform in a SBM system and only when they work collaboratively can

SBM be truly successful. Decision-making authority must be proportionally distributed among the stakeholders; school board members, super intendants and other district officials, principals, teachers, parents and community members and their practices are explained below:

The school Board: The school board's role in school based management as follows, setting and revising policies to promote support SBM, handling negotiation, allocating over all funds, establishing a climate supportive of SBM, determining district priorities, monitoring the school based management programs success, interfacing with senior governments and summing as public advocates for school based management Townsend (2001) The district office and supper intending: The key word that describes the administration's role in SBM is facilitating. Because the administration no longer has control over expenditures, curriculum and personnel, district office administrators facilitate instead of control school's actions by formulating the defining the district's general policies and objectives (Abu, 2003).

The scholars Bennet and Margaret (2012) also stated, under SBM, super intendments' must have the following leadership skills. Instructional leadership (having the quality fairness, communication, visibility, high extension and priority), transformational leadership (helping others solve problems together), and visionary leadership (envisioning a new system of education). In addition superintendents must have the skill; good listening, trust building skills, the ability to be a change agent, conflict management skill and risk taking skills.

2.7.2. Rationales of school based management

School based management is one of the education reforms in decentralization of education. It is aimed to be structured to improve education quality by delegating authority. In SBM have many advantages/rationales (Gorton, 2009).

Accordingly, William and White (2008) listed rationales of SBM facilitate the development of positive teacher attitudes toward school leaders, Increase teacher commitment to school goals and objectives, thereby increasing teacher morale and reducing absenteeism and turnover, Have positive effect on the relationships among schools, parents and community members because involvement tends to strengthen public confidence in schools, Provide better programs for students because resources will be available to directly match student's needs, Insure "high

quality” decisions because they are made by groups instead of individuals and Clarify organizational goals, support staff creativity and innovation, generate public confidence, focus accountability for decision, bring both financial and instructional resources in line with the instructional goals developed in each school, nurture and stimulate new leaders at all levels and increase both quality and quantity of communication. Besides these, SBM also has the potential to improve the student achievement (Townsend, 2001).

2.8. Kebele Education and Training Board (KETB)

On the basis of educational decentralization system, the education management is restructured since 2006 in Ethiopia. This structured educational decentralization system has five levels such as, Ministry of Education (MoE), Regional Education Bureau (REB), Zonal education Department (ZED), District Education Office (DEO) and Kebele Education and Training Board (KETB). In this focus the KETB is organized for the purpose of coordinating the community so as to improve their participation in school management (MoE, 2006).

The members of KETB are selected based on the guideline, education leadership organization, community participation and finance of MoE, 2006, and it consists of the following members: Representative of Kebele council (Chairperson), Principal of the school (Secretary plus member), Parent representative of PSTA (up to 3 members) and Representatives of teachers, women and youth associations (members).

2.9. The School Management Committee Council (School Board)

Countries have their school board (Management committee council) to manage and facilitate the school activities properly and fulfill the needs of the school in order to provide the pupils good education, as it is community based organization it has a significant role to play in the local governance and function schools. The school board also has the power of legislation, relative to school public relation. The board is responsible for the entire public relation plan for its execution and for the appropriated of its effectiveness.

MoE (2006) defined school board (committee council) as a committee council whose members are drawn from local country, teachers, school directors, students and teacher representatives and

individuals who are known to have patronized the advancement of education in their communities. The committee is responsible among other things to oversee the well-functioning of the school, to endorse the school budget, to oversee the promotion of teachers, to coordinate parents, teachers and students' relation and educational activities.

2.9.1. The purpose of organizing school board at school level

Since the members of school board are selected from different groups of people, organizing/establishing the board at school level has different importance/purposes in the overall management of schools through the participation of both local and school community. Regarding this Townsend (2001) stated, the school board embodies the principle of collaboration between parents, staffs and community partnership. The purpose of the board is to manage the school on behalf of the patron and the benefit of the students and their parents and to provide an appropriate education for each student at the school.

Kowalski and Oates (2010) also stated the school board's purpose as it is establish, modify and implement the goal and objective of the school. The power delegated to the school board helps to ensure that their schools are operating properly through working with community and their representatives. More over the board needs to establish, over the policy, ratify the budget and oversee the overall performance of personnel. Therefore, the purpose of organizing the school board is determine the feasibility of adopting the community involvement model for the lifelong learning and basically to relate the community groups with the schools so as to realize the school facilities that are the base for quantify education. As it is observed form experience of most countries, community elects their representatives to serve the school they own. Therefore, they should be kept informed on a regular basis about how money is being spent and how effective the education being provided. According to Dejnozka, (2000) suggested that school board must know something about the nature of public opinion in order to run good education system. Therefore, the school board established to satisfy the school community focusing the pupils and the local community groups.

The successful functioning of the school board demands self-awareness as the social parent to the school. In that capacity, board members have the primary obligation to subordinate personal

ambition and profit to the welfare of the children and the community. The potentially successful board of education applies itself to serving the state and improving education in the school. Accordingly, MoE (2006) established the Kebele Education and Training Board assume that the overall responsibility for managing the schools in that kebele. So the members of the board were drawn from the kebele council, teacher, youth and women representatives and committed parents.

2.9.2. Selection and composition of school board

The school board is the most effective means of the community to influence the development of education. For the reason that the community participation in school management is mandatory, their involvement is realized through their representatives. The community elects their representatives so as to improve school management in order to promote the children learning. So that, the school board (committee council) for the purpose of the pupils' achievements.

In most countries, if the current school board members are not function well, they will need to find some fresh members with different skills and attitudes who can work well to improve the education of the district's children. For example World Bank (2011) stated the school board which is named as school management committee in Afghanistan, they are established by the ministry of education through its provincial and district education offices through a series of comprehensive social mobilization activities which encourage and guide communities in the participatory process of managing a school. School management committees (SMCs) normally consists 7-8 members from diverse interest groups; a school administrator or principal, parents, teachers and country elders. Since every community members cannot participate in SMC. The community selects members of the committee through a board decision-making process.

In Nigeria the school council consists of the principals and elected members, including representatives of the parents, teachers and students with parents having the largest number of elected members. Each autonomous school is obliged to establish parent council, student governing and teacher council (MoE, 1998). In Greece the school committee made up of the principal community representatives (e.g. the mayor) and representative from the parents and student union is responsible for the budget management and fund raising (Daun, 2007).

Generally, local school boards have been identified as one of the facets through which greater autonomy of schools can be achieved. They are bodies of no more than ten persons who are to support the administration of the school. The local school boards composed of the principal, member of school staff, a member of recognized teachers union, and two members of majority parent student teacher association (PSTA) of the school, three members from within the community in which the school is based, nominated by the ministry of education as the deems necessary and a members of the student body. After selection of the members of school board training is conducted in the areas such as, general school administration, school based management, local school board operations, financial management, project planning and management, facilities planning and maintenance and strategic planning for local school boards.

2.9.3. School board's meeting agenda and minutes

The school issues on which school board members discuss has its own influence on the approval and implementation of decisions regarding to school affairs. Concerning to this Stoops, Refferty, Russell, Johnson (2005) stated, before meeting the board's agenda should be prepared by the super intendants office, distributed to board members prior to the regular meeting data and followed during the meeting. They should include all anticipated business, arranged in proper order under such headings as "reports" old business or "new business". They may also include pertinent enclosures, such as correspondence, financial reports and lists of outstanding bills, duplicated and attached to the main body of the agenda.

As Stoops, Refferty, Russell, Johnson (2005) stated, school board minutes are extremely important as the official record of all board proceedings and actions. They must be meticulously kept as no expenditure can be made unless shown as approved by the board. Many actions taken by the school boards, even though not adopted as official policy, are expected to be followed as if they were policy. Minutes become official after approved by the board, with corrections, if necessary. They should then be available to the public and all personnel.

Lunenburg and Frederick (2000) stated there are three types of board meeting: regular, special and executive. The regular and special are usually open meeting and the public is invited. The executive meeting is usually closed to the public and deals with managerial issues or serious

problems. Open or public board meetings obviously enhance school community relations and allow parents to understand the problem as well as air their concerns; however, they can also degenerate into gripe sessions or conflict if someone in charge is not skilled in guiding large group discussions and building consensus. If a skilled leader is not available, it is best to limit the number of public meetings. School board meetings are actually control system that brings school resources into line with school policies. One way to ensure that organizational work is directed towards the appropriate mission statement or goals is to make school board meetings more focused in terms of resources and policies.

2.10. The Skills, Knowledge and Experiences Required for School Board

Because school boards are important bodies that are needed for the effective management of schools, different skills of management, knowledge and experiences required for leadership activities for each members of the board. So, effective succession management is seen as the key to the ability of schools to ensure that system leaders keep current with the development of the school (William and Paula,2008).

Regarding to this, Daniel and Robert in Lunenburg (2000) divided management skills into three major areas: Technical skill involving good planning, organizing, coordinating, supervising and controlling techniques; human dealing with human relation and people skills, good motivating and morale building skills, and conceptual skills, emphasizing knowledge and technical skills related to the service (product) of organizations such as schools.

2.10.1. Skill of planning

One of the main functions of a leader is to know where the organization is going and how it is going to get there. Regarding this, Hopkins (2001), the role of management in planning process is the empowerment of all the concerned in the process, however, in such scenario managers of responsible for ensuring that the arrangement are in place. These arrangements are identified to ensure; framework such as having written policy statements, the establishment of short term task groups and setting up procedures for evaluation and checks on quality of progress, clarification

of practices for governors, heads and staff; promotion of collaboration and coordination both with the school and between the school and its partners.

2.10.2. Skill of decision-making

Decision-making is a process of identifying problems and setting priorities in order to give solutions for problems. Regarding to this Gorton (2009) defined decision-making as the process of influenced by information and values where by a perceived problem is explicitly defined, alternative solutions implemented and evaluated. The rational view of decision-making is that it is the process that begins with a problem or need which the decision-making then logically address by engaging in a serious of sequential steps that culminate in an effective solution or decision. In general, the school board/committee is empowered to give decision on school affairs as well as activities through the decision-making process, So that, the school councils should have skills and ask themselves, if the decisions are legal in the with board policy, ethical, with in the budget and within the contract.

2.10.3. Skill of monitoring and evaluation

After setting the school plan its implementation should be monitored and evaluated so as it know to what extent the activities are going, what constraints are appeared and what kinds of corrections should be appropriate, to do this it is important for the school board members to have the necessary skills (McGinn and Welsh, 2005).

In this case, there are many useful ways of measuring performance which take account of schools' circumstances and seek to measure the value added dimension. The governors, working with the principal, must decide which key indicators they to monitor and make arrangements for the principal to provide the appropriate data at suitable times, having measured the school's performance the governors should liaise with the principal and staff in drawing up appropriate action plans to move the school forward toward the improvement (Asress, 2005).

2.11. Factors Affecting the Effectiveness of the School Board

A number of factors are associated with different community members who have shared activities school leadership and influence the school board's success negatively (Asress, 2005).

The challenges that affect the participation of school board may be sourced from the school principals, teachers, parents/community and the board members themselves in different contexts. The challenges also vary from one stake holder to another because each group has its own vision to achieve the common goal of improving education access, quality and pupil achievements.

2.11.1. Factors related to principal and teachers

Teachers lack interest to work with school board members. Regarding to this, UNESCO (2002) point out that principal and teachers usually refuse to allow school board members to participate because they fear they would lose all control of pedagogical matters of which they had no competence. Strengthening this, it also stated again principals and teachers may perceive that school board and association members often have few decision-making skills and because of this perception, they degrade the capacity the community representatives to participate in the management of schools.

Another factor is, the predetermined agenda and decision made before meeting by the principal also influences the participations of school board members. Copper and Wrich (2011) point out that the principals usually develop formal meeting agenda, which may be used, simply disseminate formerly made decisions. In this case the committee members may be supposed to listen with no input to add, and because of this trend, they may be reluctant to participate on the school management issues.

2.11.2. Factors related to parents

However, the active participation of parents /community members is crucial for the effective management of the school through school board members, there are factors that hinder the active participation of community/students' parents. Gynor (2008) listed some of the factors that affect the active participation of the parents. These are lack of skill, shortage of time, under estimation of their contribution on the part of school principal and teacher, in appropriate time and place of meeting, lack of training to build their capacity for meaningful participation and feeling of dominated.

2.11.3. Factors related to members of school board

There are some challenges associated with school board members that hinder the effectiveness of school board. Regarding this (Gynor 2008, Copper and Wrich 2011) suggested the challenges as follows.

2.11.3.1. Lack of skill or training

The community representatives who participate in different school operations may lack skill or they may not get training to run the education system properly. This contributes to a greater inactive participation in school management.

2.11.3.2. Lack of confidence

The representative of the community, for they are not professionals, often perceive that the school teachers and principals are more knowledgeable and experienced on the issue under discussion, and hence, may develop the feeling of being dominated in their initiatives. Therefore, as a result of this feeling, the representative of the community may restrain from actively participating on the issue related to school management (Asress, 2005).

2.11.3.3. Logistics problem

Schools and programs cannot play for child care. Transportation is unavailable for parent and school board members to get to meetings. Similarly, meetings are held only during working hours or at times inconvenient for parents. On the other hand parents or representatives members are not reimbursed for the time they take of work to attend meetings.

2.11.3.4 .System barriers

No systems are in place for paying parent leaders for their time and contribution. This means staff time can only be paid during regular working hours rather than adjusting convenient time. The other barrier in this category is lack of resource available for supporting community representatives' involvement (Macmillan,2007).

2.12. Conceptual Framework

A conceptual framework is a scheme of concepts or variable which researcher will use in order to achieve set objective (Oso and Onen, 2008). Basically, it is a diagrammatic presentation of a theory. In the case under study, decentralization and the related issues such as school community participation in function's like planning, school management, mobilization of resource and budget allocation, supervision, and monitoring and performance evaluation of schools. The study argued that the decentralization of education management would participate in the school communities in major functions of schools. In connection to this, the study would assess the practices of KETB in school management. The result would be decentralization of education of management create conducive environment to context.

The researcher would argue that how community works with KETB and DEO works with KETB in school management: increased management efficiency, encouraged community participation, transparency and accountability, quick decision and increased democratization process though distributions of power in schools. The study later explored factors affect the practice of KETB education management to schools in terms of human resource with support effective decentralized management of education will lead to improved education services through speedy and need based decisions and prioritization in undertaking the study focus was forms of community participation, decentralization, decision making and factors affect the practice of decentralization management in schools (World Bank, 2007).

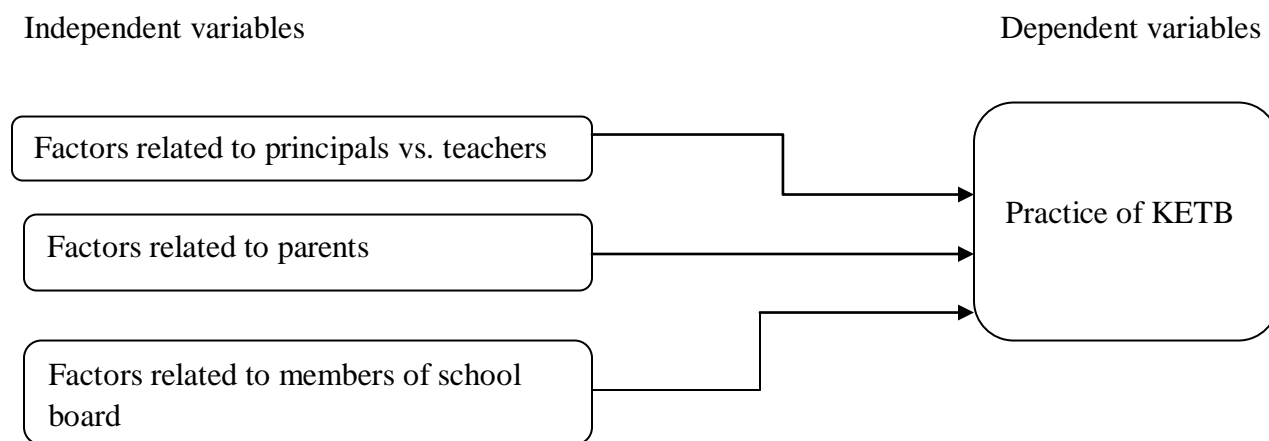


Figure 1 Conceptual frame work

3. RESEARCH DESIGN AND METHODOLOGY

This chapter aimed to provide a researcher with basic research design and the process used in the study. The chapter was discussed research design, description of the study area, source of data, population, sample size and sampling techniques, instruments of data collection and methods of data analysis and ethical consideration.

3.1. Description of the Study Area

The site of the population for this study was Bale Zone in the Oromia Regional State. Bale Zone is one of the 21 zones of Oromia regional administration. It is 430 kilometers far from Addis Ababa, of the capital city of Ethiopia. Bale is named for the former Sultanate of Bale. Bale is bordered on the South by the Ganale Dowa River which separates it from Guji, on the West by the West Arsi, on the North by Arsi, on the Northeast by the Shabele River which separates it from West Hararge, on the East by the Somalia Region. Bale Zone has 18 district and 3 sub city administrations and has 349 kebeles. Population of the zone is about 1,444,020 in which out of the total population about 766,713 are male and 677,307 are female. Its geographical location is 55.89% plain, 30.77% rugged, 0.4% Gorge and 12.94% Mountain. The four largest ethnic groups reported in Bale were the n Oromo (88.93%), the Ahmara (7.65%), the Somali (1.39%) and the Sidama (0.88%) all other ethnic groups made up 1.15% of the population. Oromic was spoken as a first language by (87.5%), 9.5, Amharic 1.15 spoke Somali. and 0.88% spoke Sidama, the remaining 0.61 spoke all other primary languages reported.

Bale zone is classified in to the three basic climatic conditions with 14.935 high land, 21.545 mid land 63.535 lowland with 67,329,59KM² total area of the Zone. The high land of Bale zone is 3000-4377meters above sea level and total area 6732959KM². It found at 7.8°N and 40.0° E and having an attitude of 2492meters above sea levels with an average maximum and minimum temperature of 22.1 °c and 9.5°c respectively. On the other hand at Bale zone more of the people follow Muslims and the left one follow kiristian religion. From these the researcher preferred to make the study in Bale Zone, because the researcher has been working for sixteen years there. So the researcher believed to get data easily about the study.

3.2. Research Design

In this study, descriptive survey research design was employed because it provides quantitative data relevant to gather appropriate information concerning current status of practices of KETB in the management. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzalez (2003) stated that descriptive research design gives a better and deeper understanding of a phenomenon which helps as a fact finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (2000) describes that descriptive survey research design helps gather data at a particular point in time with the intention of describing the nature of existing condition.

The mixed methods (quantitative and qualitative) were employed for this research. Since the research was descriptive survey, it emphasizes more on quantitative research method. According to the researcher idea, using multiple approaches could capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than using only single approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Kumar, 2005). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2009). Furthermore, to confirm, cross-validate or corroborate findings within a study.

3.3. Source of Data

The choices and particulars methods of collecting data depends up on the purpose of collecting information, the information being collected, the source available for researcher and the skill of the researcher (Kumar, 2005). It is necessary to distinguish between types of the data. The primary data is collected at first hand and the secondary data are those which are collected by someone else and have already collected (Koul, 2006)

3.3.1. Primary sources

The primary source of this study were head of district education office, principals, vice principals, members of kebele education and training board (KETB), members of parent teachers association (PSTA), and teachers of the sample schools. Kebele education and training board and

parent student teachers association members were selected because they are the main actors in school managements. Principals and Head of district education offices were also in close contact with the school and they are expected to know the level of participation of kebele education training board participation in the management of schools. Additionally they are implementers of policies, directives and guidelines.

3.3.2. Secondary sources

The secondary sources used for this study were documents like educational policies, guide lines, manuals and annual plans. This was because they act as bases for establishments for kebele education and training board and their practices as well as to what extent they were performing.

3.4. Population, Sample Size and Sampling Techniques

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, 2008). But the researcher took samples of them to generalize using the populations of this study. Specifically, members of KETB and PSTAs, teachers, principals, vice principals and the head of district education offices were the population of the study.

In conducting this research, it can be difficult to study the entire population of a given area particularly when their number is many and where problems of resources are common. Regarding this, (Ritchie and Lewis 2003), point out that a study can be difficult to conduct in a large geographical region due to resources and the context of the study. Therefore, in order to make the sample manageable, it was necessary to determine and identify numbers of district that would be serving as representative sample to generalize the finding of the study population. The primary sampling unit was conducted in Bale Zone five districts out of twenty one districts selected by using simple random sampling.

To obtain the necessary sample units of teachers, simple random sampling technique was employed. From the total of 12 secondary schools in five selected district in Bale zone, 5(41.7%) of them were taken as a sample by using the simple random techniques. This technique provides each school independent and equal chance of being selected for the study. As for this technique, Abiy et al. (2009) describe that its utilization gives an opportunity for each element to have an equal and a non-zero chance of being selected. The researcher made the study in Bale zone

believing that to get data easily about the study and the sample size of five secondary schools was representative and would help to draw a well-founded generalization at the end of the study. The five selected secondary schools (Jara, Mi'o, Chelchel, Belto and Mecha) are found in five districts and selected by using simple random sampling.

The respondents of the study were teachers, members of KETB, members of PSTAs, principals, vice principals and the head of district education offices of selected district. According to Bale Zone Education Office report, 253 teachers, 40 KETB, 35 PSTA, 5 DEO, 5 principals and 5 vice principals are involve in secondary schools of sample district (BZEO, 2017).

Thus, sample teachers were selected from the total target population using simple random sampling techniques in order to give equal chance for all the teachers. To determine the sample size of teachers from the sample secondary schools, the researcher would be used the formulas of Yemane to decide the exact number of the sample size for this study. In supporting this idea, Yamane (1967) suggest that, the aim of the calculation is to determine an adequate sample size to estimate the population prevalence with a good precision. Also the ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population (Torchim, 2006). To determine the sample size of teachers for this study, 35.6% of sample population of schools was taken.

Moreover, 5 heads of DOE, 5 of school principals and 5 of vice principals in each sample school were included in the sample by availability sampling techniques because their number is manageable and they are the key in implementing about the current practice of KETB in school management their respective schools.

In addition to this, 35 KETB members and 30 PSTA members of selected schools were included in the sample by purposive sampling techniques because the researcher assumed that the above respondents provides more information and they were chief executive concerning about related issue. In addition to this, Macmillan (1997) suggested that, purposive sampling depends on researcher's knowledge of population; a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research.

In general, 170 individuals (90 teachers, 5 school principals, 5 vice principals, 35 KETB, 30 PSTA and 5 head of DEO) were included into the sample. The next table summarizes on how the sample would be selected from total study population and the sample of the study

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

NO	Name of School		Respondents					
			Teachers	Principals	Vice Principals	KETB	PSTA	Head of DEO
1	Jara	N	67	1	1	8	7	1
		N	24	1	1	7	6	1
		%	35.6	100	100	87.5	85.7	100
2	Mio	N	41	1	1	8	7	1
		N	15	1	1	7	6	1
		%	35.6	100	100	87.5	85.7	100
3	Chelchel	N	46	1	1	8	7	1
		N	16	1	1	7	6	1
		%	35.6	100	100	87.5	85.7	100
4	Belto	N	50	1	1	8	7	1
		N	18	1	1	7	6	1
		%	35.6	100	100	87.5	85.7	100
5	Mecha	N	49	1	1	8	7	1
		N	17	1	1	7	6	1
		%	35.6	100	100	87.5	85.7	100
6	Total number of respondents	N	253	5	5	40	35	5
		N	90	5	5	35	30	5
		%	35.6	100	100	87.5	85.7	100
7	Sampling technique	Simple random sampling	Availability	Availability	Purposive	Purposive	Availability	

NB:- N=Population, n=Sample

3.5. Data Gathering Instruments

After identifying the sample respondents, the researcher decided data gathering tools which would be questionnaires, interviews and document reviews. Therefore, the researcher used questionnaires for sample teachers, KETB and PSTAs. Interview had high response rate to collect complex information and it makes relaxed environment for the response, for the reason that district education offices head, principals and vice principals were selected for interview. The document review was employed because reliability and validity is central corner in

document analysis. Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments in tapping information from more than one respondent.

3.5.1. Questionnaire

The researcher chose questionnaire in order to grasp the feeling, perception, and intention related to teachers, KETB and PSTA consist of two parts. The first parts was designed comprises of questions on the personal background of the respondents whereas section two dealt with the respondents perception on the assessment of factors affects practices of KETB in the school management. These are; the researcher was used more-closed questionnaires because close-ended questionnaires are the mostly used instruments in descriptive survey research.

It is convenient to receive reliable and adequate information from a large number of respondents within a short period of time and they can be answered more easily and quickly by respondents. In order to make the questionnaire more reliable and valid, the pre-test of instruments was carried out in one sample school. Pilot testing provides opportunities to detect and remedy a wide range of potential problems with instruments. Validity shows the linkage between the questionnaire and the objectives of the study. Pilot testing of the questionnaires was carried out in Ginir secondary school, which is not included in sampled schools.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 17 teachers, 3 KETB and 2 PSTAs of Ginir secondary school to pre-test the instrument which were not included in the sample schools but nearest to the selected schools for study. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Sekaran and Bougie,2010).

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. Then, an internal consistency reliability estimate was calculated using Cronbach's Coefficient of

Alpha for the questionnaires. The researchers found the coefficient of Alpha (α) to be 0.769 revealed that the test of reliability of instruments was found to be relevant to measure the variables under study. Supporting this, Cohen (2007) suggest that, the Cronbatch's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, < 0.5 poor. As suggested by Cronbach (1966), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Then, necessary modification on 4 items and complete removal and replacement of 3 unclear questions were done.

3.5.2. Interview guide

The researcher used interviews to complement the information not obtained by questionnaires, because interviews allow the researcher to enter another person's view point, based on this the researcher prepared semi structured interviews for district offices head, school principals and vice principals to obtain further information and to strengthen the information obtained through questionnaire. Interviews also allow a wide range of the participants understanding to be explored and can reveal important aspects of the phenomena understudy.

3.5.3. Document review

In addition to the questionnaires and interviews, document review was very important in providing reliable and validated data because documents, knowledge of the purpose is important in understanding and interpreting the result of the analysis. The overall school management plan, manuals and written reports on practices of KETB and feedback would be assessed.

3.6. Procedure of Data Collection

To answer the basic research question raised, the researcher departs through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and document review. In doing so, having a letter of authorization from Haramaya University and District Education Offices for getting permission, the researcher directly goes to take five sample secondary schools. After making agreement with the concerned participants and schools, the researcher introduced his objective and purpose. Then, the questionnaires were distributed to sample teachers, KETB and PSTAs within selected schools. The participants were allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Interview will be conducted with

school principals, vice principals and DEOs Head. Finally, the questionnaires were collected back at right appointment to analyze the data.

3.7. Methods of Data Analysis

Descriptive statistics and inferential statistics were used to analyses quantitative data. This was the further transformation of the processed data to look for patterns and relationship between and/or among data groups by using descriptive and inferential (statistical) analysis. The Statistical Package for Social Science (SPSS) version 20 was used to analyze the data obtained from primary sources. Specifically, descriptive statistics (frequencies, mean and standard deviation) and inferential statistics (correlation) were taken from this tool. Descriptive analysis was used to reduce the data into a summary format by tabulation (the data arranged in a table format) and measure of central tendency (frequencies, mean) and standard deviation. The reason for using descriptive statistics was to compare the different factors.

Inferential statistics (correlation) allows inferring from the data through analysis the relationship between two or more variables and how several independent variables might explain the variance in a dependent variable (Sakran and Bougie, 2010). The Pearson correlation coefficient was a statistic used to determine the degree and direction of relatedness between two continuous variables. The possible values of the correlation coefficient range from -1.00 to +1.00, and the closer the number is to an absolute value of 1.00, the greater the degree of relatedness. The Pearson correlation coefficient can be tested for statistical significance (using the conventional probability criterion of .05).

On the other hand, the data gathered through interview and document analysis were analyzed qualitatively to strength the quantitative data analysis. Moreover, especially narration analysis was used. This helps elaborate the ideas and triangulate the differences on the different issues related to the practices of KETB in the management. Then, the results served in triangulating the findings and finally, conclusions were made and recommendations were forwarded.

3.8. Ethical considerations

Ethical considerations considered for this study and hence the researcher used to relate some ethical considerations to the study. Therefore the researcher communicated all sample secondary schools as smooth as possible. The purpose of the study was made clear and understandable for all participants before data collection. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information was kept confidential even after the study period.

4. RESULTS AND DISCUSSION

This chapter presents the presentation, analysis and interpretation of data collected from sample respondents through questionnaire, interview and document review in secondary schools of Bale zone. To get detailed information of this study, a set of self-administered questionnaires were distributed to 90 sample teachers, 35 KETB and 30 PSTAs. The return rate was 100% from the entire three respondent groups. To strengthen this information, semi- structured interview was conducted with 5 school principals, 5 vice principals and 5 head of DEO. In the following sections, analysis and interpretations made for characteristics of respondents and the five basic questions were presented.

The collected data from respondents were presented in table, analyzed and interpreted by using appropriate statistical tools like frequency; percentage, mean, standard deviation and correlation were used to analyze the data. According to the findings in the data the researcher put his recommendation and suggestion to correct the implementation deficiency of school board or to minimize the situation in which the factors affecting the practices of school boards in secondary school management.

Respondents answered all the questions raised in the study which enabled the researcher to set a ground from which he can substantiate the analysis of the responses. The respondent characteristics is presented in the first section of this chapter, and then follows the data analysis issues related to the factors affecting the practices of school board in secondary school management.

4.1. General Characteristics of Respondents

By describing characteristics of the respondents, it was possible to know some background information about the sample population who were participated in the study. The following table shows the general characteristics (sex, age, educational level and year of experience) of respondents involved in the study.

Table 2. Characteristics of respondents by sex, and age

No	Items	Category	Respondents													Total Respondents	
			Teachers		School Principals		Vice Principals		KETB		PSTA		Head of DEO		No	%	
			No	%	No	%	No	%	No	%	No	%	No	%			
1	Sex	Male	50	56	5	100	5	100	23	65.7	24	80	5	100	112	65.8	
		Female	40	44					12	34.3	6	20			58	34.2	
		Total	90	100	5	100	5	100	35	100	30	100	5	100	170	100	
2	Age	Below 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		21-30	40	45	2	40	3	60	-	-	6	20	-	-	51	30	
		31-40	28	31	3	60	2	40	18	52	20	67	1	20	72	42	
		41-50	12	13	-	-	-	-	12	34	4	13	4	80	32	19	
		51 and above	10	11	-	-	-	-	5	14	-	-	-	-	15	9	
		Total	90	100	5	100	5	100	35	100	30	100	5	100	170	100	

As indicated in item 1 of table 2, the characteristics of the respondents revealed that 50(56%) and 40(44%) teachers were males and females respectively. From this, one can understand that, the number of females in the teaching profession is much lower compared to males in the sample schools. Majority of the respondents responded that 23(65.7%) of KETB members and 24(80%) of the PSTA were males and only 12(34.3%) KETB members and 6 (20%) of PSTA were females. Among 5(100%) principals, 5(100%) vice principals, and 5(100%) head of DEO were males. This clearly indicates that an administrative position in government secondary schools is highly occupied by males. Participation of females in school leadership position is totally nil. Thus, therefore, necessitates taking intervention measures to bring females teachers in to school leadership positions.

As expressed in item 2 of table 2, out of the total 170(100%) respondents, 51(30%) were in the age category of 21-30 years and 72(42%) were in the range of 31-40 years. Of the remaining participants, 32(19%) and 15(9%) were in the range of 41-50 and above 51 respectively. Regarding the age distribution across the two groups of respondents, majority of the teacher (40 teachers or 45%) were under the age of 21-30 while out of 3 (60%) principles, 2(40%) vice principals, 35(100%) KETB, 6(20%) of PSTAs and 5(100%) head of DEO were above 31. This shows that participants in the study groups were diversified in terms of age.

To sum up, the largest proportions of teachers 50 (55%) were found above 30 age while 40(45%) were found below 30 age interval. So, they are eager and potential enough to acquire new knowledge and skill. With regard to principal 5(100%), vice principals 5(100%), KETB 35(100%), PSTAs 24(80%) and head of DEO 5(100%) respondents were found above the age of 30. This indicates that, most of the administration positions are highly occupied by those whose ages were >30. This indicates that the majority of the respondents were matured enough to give reliable information for the study.

Table 3. Characteristics of respondents by educational level

No	Items	Category	Respondents												Total Respondents		
			Teachers		School Principals		Vice Principals		KETB		PSTA		Head of DEO				
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	Educational Level	Below grade 5	-	-	-	-	-	-	7	20	9	30	-	-	16	9	
		Grade5-8	-	-	-	-	-	-	23	66	21	70	-	-	44	26	
		Grade9-10	-	-	-	-	-	-	5	14	-	-	-	-	5	3	
		Grade 11-12	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
		TTI	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
		Diploma	13	14	-	-	-	-	-	-	-	-	-	-	-	13	8
		Degree	68	76	4	80	5	100	-	-	-	-	5	100	82	48	
		MA	9	10	1	20	-	-	-	-	-	-	-	-	-	10	6
		Others	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
		Total	90	100	5	100	5	100	35	100	30	100	5	100	170	100	

As shown in item 1 of table 3, the educational level of the respondents of 13 (8%) were diploma, 82(48%) were BA/BSc/BEEd holders and 10(6%) were MA/MEd holders. Specifically, 68(76%) of teachers, 5(100%) DEO head, 4(80%) of principals and 5(100%) of vice principals were BA/BSc/BEEd holders. In line with this, 9(10%) of teachers and 1(20%) of school principals were MA/MEd holders. The minimum qualification required for secondary school teachers and school leaders are second degree (MoE, 2010). On the other hand, 7(20%) of KETB and 9(30%) of PSTAs were below grade five. Similarly, the rest of KETB 23(66%) and PSTAs 21(70%) were between grade 5-8 and 5(14%) KETB were grade 9-10. Therefore, most of respondents are under qualified to teach and/or leads secondary schools. However, majority of the respondents can read and understand the school policy and guideline.

Table 4. Characteristics of respondents by year of experience

No	Items	Category	Respondents												Total Respondents	
			Teachers		School Principals		Vice Principals		KETB		PSTA		head of DEO			
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Year of experience	below 2	7	8	-	-	-	-	-	-	-	-	-	-	7	4
		3-6	33	37	-	-	-	-	14	40	9	30	-	-	56	33
		7-10	22	24	1	20	2	40	12	34	18	60	1	20	56	33
		11-14	12	13	3	60	3	60	9	26	3	10	3	60	33	19
		15-18	6	7	1	20	-	-	-	-	-	-	1	20	8	5
		19-22	8	9	-	-	-	-	-	-	-	-	-	-	8	5
		Above 23	2	2	-	-	-	-	-	-	-	-	-	-	2	1
		Total	90	100	5	100	5	100	35	100	30	100	5	100	170	100

As indicated in item 1 of table 4, 7 (4) of respondents work experience below 2. The majority 56 (33%) of respondents work experience between 3-6 and 7-10, whereas 33 (19%) have served 11-14. While the rest 18 (10.5%) have more than 15 year of service. The result implies that, the majority of respondents experience was above three years. This shows that, they have relatively better and deep understanding of the role of KETB members in school management. Thus, this might enable them to provide adequate responses to the questions presented to them and they might be in good stand to identify those major problems observed in the level of participation of KETB in school management.

4.2. Members of KETB Discharge their Practices

It is believed that in decentralized school management self-governance and management decision become closer to local schools. This can promote participation of KETB in making decision on different issues of their schools. They make decisions, approve and monitor the annual plan and budget, strengthen teaching learning activities, give appropriate decision/feedback and supporting and coordinating the school activities are some of the role play of the school board.

Table5. The practices of KETB in school management

No	Items	Respondents						GM	χ^2	P
		Teachers (n=90)		KETB (n=35)		PSTA (n=30)				
		X	SD	X	SD	X	SD			
1	Approve the annual plan and budget	1.90	0.62	2.64	0.50	1.51	0.55	2.02	0.41	0.81
2	Follow up the implementation of schools plan	2.00	0.60	1.71	0.47	1.52	0.54	1.74	0.44	0.86
3	Monitor and control the proper utilization of finance	1.97	0.60	2.27	0.47	1.52	0.55	1.92	0.42	0.80
4	Create mechanism to generate internal income	1.99	0.63	1.71	0.49	1.67	0.52	1.79	0.43	0.82
5	Initiating students not to drop out of school	1.99	0.63	1.57	0.54	1.67	0.52	1.74	0.4	0.81
6	Strengthen teaching learning activities	1.98	0.62	2.57	0.54	1.83	0.75	2.13	0.42	0.80
7	Ensuring school properties are used for only school activities	1.98	2.62	2.43	0.54	1.50	0.55	1.97	0.46	0.86
8	Supervise and control that the school community work together for smooth teaching learning process	1.99	0.63	2.14	0.69	1.67	0.52	1.93	0.47	0.87
9	Give appropriate decision/ feedback for school community who fails to discharge his/her duties	2.11	0.60	1.90	0.50	1.69	0.52	1.90	0.39	0.79
10	Examine and approve the school's quarterly report	1.79	0.59	1.73	0.47	1.50	0.55	1.67	0.43	0.81

NB. The mean scores were interpreted as: < 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Undecided, 3.5-4.49 Agree and 4.5-5 strongly agree. X= Mean, SD= Standard Deviation, n= number of respondents, GM= Grand Mean, χ^2 = Chi square P= p-value at $\alpha=0.005$ with the degree (152)

As indicated in item 1 of table 5, respondents were asked whether the KETB approve the annual plan. Accordingly, teachers with mean value X=1.90, SD=0.62, KETB members with the mean value X=2.64, SD=0.50 responded disagree. On the other hand PSTAs with the mean value X=1.51, SD=0.55 replied undecided that the KETB approve the annual plan. Though, the grand

mean of respondent regarded as $X=2.02$. This indicates that the KETB did not approve the annual plan in the sample schools. From document analysis most of the sampled school KETB members did not approve annual plan and school budget as intended. From significance value there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 1 with $\chi^2 = 0.41$, $P= 0.81$

As shown in item 2 of table 5, the respondents were asked whether KETB follow up the implementation of school plan or not. The respondents replied with teachers mean value $X=2.00$, members of KETB $X=1.71$ and PSTAs $X=1.52$ showing their disagreement on the above ideas. Therefore, the grand mean of respondents $X=1.74$ shows that the effort made by KETB in follow up the implementation of schools plan was low. This indicated that the KETB should need to follow up the implementation of schools plan. From significance value one can concluded that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 2 with $\chi^2 = 0.44$, $P= 0.86$

As expressed in item 3 of table 5, the respondents were asked if KETB members are monitoring and controlling the proper utilization of finance or not. Therefore, teachers with the mean value ($X=1.97$, $SD=0.60$), KETB with the mean value ($X=2.27$, $SD=0.47$) and PSTAs with the mean value ($X=1.52$, $SD=0.55$) shows the disagreement on the point raised. Therefore, based on the respondents' views the researcher said that KETB was not properly monitoring and controlling the utilization of finance in sampled schools. There is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 3 with $\chi^2 = 0.42$, $P= 0.80$

As indicated in item 4 of table 5, respondents were asked to the KETB members create mechanism to generate internal income. Accordingly, teachers with mean value ($X=1.99$, $SD=0.63$), KETB with the mean value ($X=1.71$, $SD=0.49$) and PSTAs with the mean value ($X=1.67$, $SD=0.52$) shown disagreement that the activities of the KETB members are create mechanism to generate internal income. This indicates that the KETB members were not creating mechanism to generate internal income in the sample schools. There is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 4 with $\chi^2 = 0.43$, $P= 0.82$.

As indicated in item 5 of table 5, respondents were asked to the role of KETB on initiating students not to drop out of school. Therefore, teachers mean value ($X=1.99$, $SD=0.63$), KETB ($X=1.57$, $SD=0.54$) and PSTAs with the mean value ($X=1.67$, $SD=0.52$) disagreed that the role of KETB on initiating students not to drop out of school. The grand mean of respondents $X=1.74$ were showing disagreement on the issue. This indicated that KETB did nothing in helping keep students in the school. From significance value there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 5 with $\chi^2 = 0.40$, $P= 0.81$.

As expressed in item 6 of table 5, the role of KETB members to strengthens teaching learning activities. Accordingly, teachers with the mean value ($X=1.98$, $SD=0.62$) and PSTAs with the mean value ($X=1.83$, $SD=0.75$) shows the disagreement on the point raised. On the other hand KETB with the mean value ($X=2.57$, $SD=0.54$) shows undecided that KETB members to strengthens teaching learning activities. The grand means of respondents $X=2.13$ were indicated disagreement on the issue. There is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 6 with $\chi^2 = 0.42$, $P= 0.80$.

As indicated in item 7 of table 5, respondents were asked to the school board ensuring school properties are used for only school activities. Accordingly, teachers with the mean value ($X=1.98$, $SD=0.62$), KETB with the mean value ($X=2.43$, $SD=0.54$) and PSTAs with the mean value ($X=1.50$, $SD=0.55$) shown disagreement that the school board ensuring school properties are used for only school activities. This indicated that the school boards were ensuring a school property for only school activities was very low in the sample schools. From significance value there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 7 with $\chi^2 = 0.46$, $P= 0.86$.

As shown in item 8 of table 5, the degree to which KETB supervise and control that the school community work together for smooth teaching learning process has been created teachers, KETB and PSTAs showing their disagreement on the point respectively with the mean value of ($X=1.99$, $X=2.14$ and $X=1.67$). The grand mean of respondents $X=1.93$ implies that the effort made by school boards in supervise and control that the school community work was low. The significance value shows that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 8 with $\chi^2 = 0.47$, $P= 0.87$

As expressed in item 9 of table 5, the school board give appropriate decision/feedback for school community. Teachers with the mean value ($X=2.11$, $SD=0.60$), KETB with the mean value ($X=1.90$, $SD=0.50$) and PSTAs with the mean value ($X=1.69$, $SD=0.52$) shows the disagreement on the point raised. This indicated that the school board give appropriate decision/feedback for school community was very low. From significance value one can conclude that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 9 with $\chi^2 = 0.39$, $P= 0.79$

As indicated in item 10 of table 5, respondents were asked to the school board are examine and approve the school's quarterly report. Accordingly, teachers with the mean value $X=1.79$, KETB $X=1.73$ and PSTAs with the mean value $X=1.50$ disagreed that the school board are examine and approve the school's quarterly report. The grand mean of respondents $X=1.67$ indicated that the school board are examine and approve the school's quarterly report was very low in the sample schools. On the other hand the documents observed were also revealed that the KETB members little examine and approve the school report. The significance value shows that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 10 with $\chi^2 = 0.43$, $P= 0.81$

Similarly, interviews were conducted with the school principals, vice principals and DEOs heads their opinion were the same to that of the quantitative data were analyzed .Most of KETB members do not approve annual plan, low monitoring and controlling school activities, low ensuring and keeping school property, less initiating students to drop out their education, give less feedback for school community were included. In general, it can be concluded that school board do not understand well their practices.

4.3. The Availability of Guidelines and Policy Documents in School

Every organization has rules, procedures and guidelines to be followed by member of the organization. They often serve to regulate behavior by classifying issues as how to proceed in the organization in carrying out duties and practices (Owens, 1998) unless members of KETBs are acquainted with the contents of the guidelines and policy documents they will find it difficult to carry out their responsibilities.

Table 6. Availability of guidelines and policy documents

N.o	Items	Respondents	Alternatives									
			In their office		In school library		No response		Total			
			F	%	F	%	F	%	F	%	M	SD
1	Education and training policy, 2006	Teachers(n=90)	2	2	82	91	6	7	90	100	2.03	0.24
		KETB(n=35)	5	14	28	80	2	6	35	100	1.93	0.46
		PSTA(n=30)	3	10	27	90	-	-	30	100	1.90	0.32
2	Teachers career structure guide lines	Teachers(n=90)	4	4	86	96	-	-	90	100	1.97	0.19
		KETB(n=35)	8	23	26	74	1	3	35	100	1.80	0.56
		PSTA(n=30)	9	30	21	70	-	-	30	100	1.70	0.48
3	Discipline guide lines	Teachers(n=90)	-	-	88	98	2	2	90	100	2.02	0.14
		KETB(n=35)	3	8.5	29	83	3	8.5	35	100	2.00	0.38
		PSTA(n=30)	12	40	18	60	-	-	30	100	1.60	0.52
4	Educational Leadership Organization, Community participation and Finance guideline of MoE, 2006	Teachers(n=90)	26	29	62	69	2	2	90	100	1.73	0.49
		KETB(n=35)	14	40	19	54	2	6	35	100	1.67	0.62
		PSTA(n=30)	15	50	12	40	3	10	30	100	1.50	0.53

NB. The mean scores were interpreted as: < 1.5 in their office, 1.5-2.5 in school library, 2.5-3.0 no response. M = Mean, SD= Standard Deviation, n= number of respondents

As expressed in item 1 of table 6, Education and training policy, 2006 found in school library which shows the mean value of teachers ($X=2.03$, $SD=0.24$), KETB with the mean value ($X=1.93$, $SD=0.46$) and PSTA with the mean value ($X=1.90$, $SD=0.32$). Therefore, the education and training policy found in the school library. As indicated in item 2 of table 4, respondents were asked to the availability of policy of document of teacher's career structure. Accordingly, teachers with mean value ($X=1.97$, $SD=0.19$), KETB with the mean value ($X=1.80$, $SD=0.56$) and PSTAs with the mean value ($X=1.70$, $SD=0.48$) shown found in the library. Therefore, we understand that the teacher's career structure was found in school library in sample schools.

As can be seen in table 6 of item 3, most of teachers with mean value ($X=2.02$, $SD=0.14$), KETB with mean value ($X=2.00$, $SD=0.38$) and PSTAs with mean value ($X=1.60$, $SD=0.52$) revealed that the availability of discipline and guidelines were found in school library. As indicated in

item 4 of table 4, respondents were asked to the availability of policy of document of Educational Leadership Organization, Community participation and Finance guideline of MoE, 2006. Accordingly, teachers with mean value ($X=1.73$, $SD=0.49$), KETB with the mean value ($X=1.67$, $SD=0.62$) and PSTAs with the mean value ($X=1.50$, $SD=0.53$) shown found in the library. Therefore, we understand that the teacher's Educational Leadership Organization, Community Participation and Finance guideline of MoE, (2006) was found in school library in sample schools.

Similarly, interviews were conducted with the school principals, vice principals and DEOs heads said that most of the school board members did not develop their habit of reading school governing policy manuals and guidelines to perform their responsibilities properly. Even the policy documents and guidelines are available in some secondary school KETB member office but did not use properly to increase their efforts rather emphasis felt on their own private benefits and in some social relations. Observation of document in the school also supports the above suggestion that although policies and documents were available in the schools, the KETB members did not use it.

In general, the school governing policy documents and related guidelines are available in all selected secondary schools, and also in some secondary school KETB offices but the school boards were not used the guidelines properly to ensure their responsibilities in the management of schools as expected in the manual. From we concluded that school governing policy documents and guidelines were available in selected secondary schools, members of KETB did not use guidelines to participate on their practices in the management of secondary schools. So every school board members should use guidelines and policy documents to ensure their practices.

Table7. Clarity of guidelines and policy documents

No	Items	Alternatives	Teachers		KETB		PSTA	
			F	%	F	%	F	%
1	Do they read and understand the guidelines and policy documents	High	10	11	-	-	-	-
		Low	70	78	28	80	24	80
		I don't know	10	11	7	20	6	20
		Total	90	100	35	100	30	100

As indicated in table 7, majority of the respondents KETB 28 (80%) and PSTAs 24 (80%) and 70 (78%) of teachers responded that the guidelines and policy documents were low to read. On other hand 10(11%) of teachers respondents responded the KETB members read and understand highly the guidelines and policy documents to ensure their practices. From this point of view most of respondents did not read and understand the guidelines and educational police exist in the schools.

Similarly, interviews were conducted with the school principals, vice principals and DEOs heads their opinion were also similar to that of the quantitative data were analyzed. Most of the school board members did not develop their habit of reading school governing policy manuals and guidelines to perform their responsibilities properly. Even though the policy documents and guidelines are available in some secondary school KETB member office but did not read properly to increase their efforts rather emphasis felt on their own private benefits and in some social relations.

Table 8. The school board constituted in school locality

No	Items	Alternatives	Teachers		KETB		PSTA	
			F	%	F	%	F	%
1	Do you know how the school board constituted in school locality?	I know all	5	5.5	-	-	6	20
		I know more	80	89	17	49	15	50
		I know some	5	5.5	18	51	9	30
		I don't know any	-	-	-	-	-	-
		Total	90	100	35	100	30	100

As indicated in item 1 of table 8, the majority of respondents in which 80(89%) of teachers 17(49%) of KETB and 15(50%) of PSTAs responded that they know more about how the school board composed in their locality or school, while 18(51%) of school board members responded that they know something about how the school board constituted. From this we understand that the school board did not exert the necessary effort to know even how the board constituted in their school. An open-ended item was given to respondents to explain the possible reason in which the board did not know anything and they know something about how the school board constituted in their school locality. Majority of respondents replied that lack of commitment and intentions to know the advantages of different society groups participate in the school board for sound decision making process is some of the observable problems encountered in their school.

In addition, from interview was conducted with school principals, vice principals and DEOs heads how you know the school board constituted in their school localities they indicate that the school board did not give attention even to know information about how the school board constituted in their own school management committee. In general, it can be concluded that school board did not exert their potential to know about how the school board constituted in their schools and their localities to solve school management problems. In reality in some of the schools the school board did not hold equally all the society groups.

4.4. Working Relationship between Members of KETB and DEO

In institutions and educational offices where they do not work together with the school board members, the likely hood of success is very minimal. The following question was distributed for teachers, KETB and PSTAs.

Table 9. Working relationship between school board and DEO (n=180, p-value < 0.01)

Variables	GE	TS	CRO	CC
KETB works with community structure for girl enrollment education(GE)	1			
DEO provide training and skill support for KETB in school management (TS)	0.16*	1		
Communities respond to the question and reports of KETB(CRO)	0.93**	0.17*	1	
The ability of KETB members in coordinating the community and local NGOS to enhance learning environment of the school(CC)	0.78**	0.17*	0.84**	1

**correlation is significant at the 0.01 level(2-tailed)
*.Correlation is significant at the 0.05level(2-talied test)

As it can be indicated in table 9, it was found that computed Karl Pearson's Coefficient of Correlation(ρ) between KETB works with council to girl education V_S DEO provide training and skill support for KETB in school management, KETB works with council to girl education V_S Communities respond to the question and reports of KETB and KETB works with council to girl education V_S the ability of KETB members in coordinating the community and local NGOS to enhance learning environment of the school were statistically a positive significant among them on KETB works with the council to enrollment and girl education, $\rho(180) = 0.16^*$, $\rho(180) = 0.93^{**}$ and $\rho(180) = 0.78^{**}$, $p < 0.01$, two tailed this indicates there was a positive relationship with KETB works with council to girl education.

These mean that DEO provide training and skill support for KETB in school management, Communities respond to the question and reports of KETB and the ability of KETB members in coordinating the community and local NGOS to enhance learning environment of the school were positively contributing to KETB works with council to enrollment and girl education.

On the other hand, we can understand that KETB works with the community structure to enrollment and girl education is strong positive relationship among the communities respond to the question ($\rho(180) = 0.93^{**}$, $p= 0.00$) and KETB members in coordinating the community and local NGOs to enhance learning environment of the school ($\rho(180) = 0.78^{**}$, $p=0.00$) and positive relationship with DEO provide training and skill support for KETB in school management ($\rho(180) = 0.16^*$, $p= 0.00$). Therefore, the higher degree of KETB works with the

council to enrollment and girl education related to the higher scale of communities respond to the question and reports of KETB and the ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school and moderate degree with DEO provide training and skill support for KETB in school management.

Looking across in the second row of table 9, it was concluded that DEO provide training and skill support for KETB in school management is positive associations with communities respond to the question reports of KETB ($\rho(180) = 0.17^*$, $p= 0.00$) and the ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school ($\rho(180) = 0.17^*$, $p= 0.00$). Thus, this shows that the positive degree of DEO provide training and skill support for KETB in school management correlated with the communities respond to the question and KETB members in coordinating the community and local NGOs to enhance learning environment of the school.

Furthermore from the same table, it was concluded that the higher positive relationship between the communities respond to the question and reports of KETB and the ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school ($\rho(180) = 0.84^{**}$, $p= 0.00$). This indicated that the higher scores of the participation of the communities respond to the question and reports of KETB associated the higher degree of the involvement of KETB members in coordinating the community and local NGOs to enhance learning environment of the school.

Interviews were conducted with school principals, vice principals and DOEs head based on awareness creation programs providing in the form of training and skill improvement; their opinions from KETB members were not participated as needed and the training program was not given up to the local community representatives. This might make disparity of knowledge and skills among KETB members of secondary schools of the study area.

In general, the school board has responsibilities to make positive relationship between community and other stakeholders by enhancing their involvement in school learning, and also build knowledge and purpose of need of school system leading to public understanding and support the whole activities of school. But in some of the schools the relationship of the board with community and other stakeholders was not strong as expected.

4.5. Level of Relationship of KETB Members with Communities

The existent of positive relationship with the organization and its surrounding environment is essential to attain organizational goals. That is the flow of information in a better way among them. This assists the establishment of common understanding between the organization and its surrounding environment. It also promotes the capacity and confidence of members of the organization to carry out their duties effectively and efficiently.

Table 10. Level of participation of KETB members with communities (n=180, p<0.01)

Variables	ME	VS	SM	SS	MD
KETB members encourage parents to send their children to school (ME)	1				
KETB members visit school beyond the regular meeting time(VS)	0.01	1			
KETB members strive to minimize educational wastage(SM)	0.72**	0.20*	1		
KETB support the school in material, skill and labor(SS)	0.16*	0.03	0.16*	1	
KETB make decision for complaints of principals and teachers(MD)	0.01	0.93**	0.22**	0.03	1

** .Correlation is significant at the 0.01 level(2-tailed test)

*.Correlation is significant at the 0.05level(2-tailed test)

As it has been indicated in table 10, it was found that computed Karl Pearson's Coefficient of Correlation(ρ) between KETB members encourage parents to send their children to school Vs KETB members strive to minimize educational wastage and KETB members encourage parents to send their children to school Vs KETB support the school in material, skill and labor were statistically a positive significant among them on KETB members encourage parents to send their children to school, $\rho(180) = 0.72^{**}$ and $\rho(180) = 0.16^*$, $p < 0.01$, two tailed this indicates there was a positive relationship with KETB members encourage parents to send their children to school.

From these it was concluded that KETB members encourage parents to send their children to school positive relationship between the KETB members strive to minimize educational wastage and the KETB support the school in material, skill and labor. Thus, a higher degree of the KETB members encourage parents to send their children to school is related to a higher degree of the KETB members strive to minimize educational wastage and KETB support the school in material, skill and labor.

From the second row of the same table, it was concluded that there was strong positive relationship between the KETB members visit school beyond the regular meeting time and KETB make decision for complaints of principals and teachers ($\rho(180) = 0.93^{**}$, $p= 0.00$) and a moderate correlation with KETB members strive to minimize educational wastage ($\rho(180) = 0.20^*$, $p= 0.00$). Thus, a higher degree of KETB members visit school beyond the regular meeting time related to a higher scale of KETB make decision for complaints of principals and teachers and the moderate degree of KETB members strive to minimize educational wastage.

Finally from table 10, the researcher concluded that KETB members strive to minimize educational wastage is moderate positive relationship between the practices of KETB as management bodies support the school in material, skill and labor ($\rho(180) = 0.16^*$, $p= 0.00$) and KETB make decision for complaints of principals and teachers($\rho(180) = 0.22^{**}$ $p= 0.00$). Thus, a moderate degree of KETB members strive to minimize educational wastage related to a higher degree of KETB make decision for complaints of principals and teachers and the moderate degree of KETB support the school in material ,skill and labor.

Interview conducted with school principals, vice principals and DEO heads replied that the role of KETB supported the schools even by mobilizing the community in the schools, provide material, skill and labor was less due to different problems encountered in the area of school boards as mentioned in the above. They also replied that, the boards have lack of time and commitment to support and mobilize community members in the area of school issues. Therefore, the school board did not perform the activities of the school properties properly as an expected.

In general, from this one can understand that KETB members could not play the role how to strive the whole community around the schools about the effect of educational wastage for the whole community by any means of communication.

4.6. Major Challenges Affect that Active Participation of KETB Members in School Management

This section is devoted to the presentation of the major difficulties that hinder the positive application of KETB activities. The challenges were lack of ongoing assessment of PSTA activities in school management, the attitude of principals towards KETB member's capacity, non-participatory leadership style of KETB members, failure of the KETB in classifying the meeting program and its agenda ahead of times, lack of confidence. Incentives, commitment and lack of well-designed strategy and program on the management of school learned from the responses provided to items as is displayed in table below.

Table 11. Factors affecting the participation of KETB

No	Items	Respondents						GM	χ^2	P
		Teachers (n=90)		KETB (n=35)		PSTA (n=30)				
		X	SD	X	SD	X	SD			
1	Lack of ongoing assessment of PSTA activities in school management	4.12	0.60	3.73	0.80	3.90	0.74	3.19	0.49	0.890
2	The attitude of principals towards KETB members capacity	4.12	0.61	4.07	0.80	4.00	0.82	4.06	0.49	0.874
3	Non participatory leadership style of KETB members	4.15	0.59	4.07	0.59	4.10	0.57	4.10	0.46	0.833
4	Failure of the KETB in classifying the meeting program and its agenda ahead of times	4.18	0.55	4.13	0.64	3.90	1.00	4.07	0.488	0.860
5	KETB members have lack of confidence to participate on the management of school	4.12	0.61	4.00	0.66	4.00	0.67	4.04	0.41	0.844
6	Lack of commitment for participation in school management	4.15	0.56	4.07	0.59	3.70	0.82	3.97	0.43	0.866
7	Lack of incentives for KETB members	4.14	0.56	4.07	0.70	3.60	0.97	3.93	0.44	0.88
8	Lack of well-designed strategy and program	4.02	0.53	3.57	0.54	3.67	0.52	3.75	0.41	0.811

NB. The mean scores were interpreted as: < 1.5 Very low, 1.5-2.49 Low, 2.5-3.49 Moderate, 3.5-4.49 High and 4.5-5 Very high. X= Mean, SD= Standard Deviation, n= number of respondents, GM= Grand Mean χ^2 = Chi square, P= p-value at $\alpha=0.005$ with the degree (152)

As indicated in item 1 of table 11, lack of ongoing assessment of PSTA activities in school management was identified as moderate problem with grand mean value of (X=3.19). This show that the respondent agreed that the lack of ongoing assessment of the activities of PSTA members are the factor affecting the management of school. From significance value one

can conclude that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 1 with $\chi^2 = 0.49$, $P = 0.89$

As indicated in item 2 of table 11, the attitude of principals towards KETB member's capacity were analyzed based on the respondent groups' response. Accordingly the mean values of teachers ($X=4.12$), KETB ($X=4.07$) and PSTA ($X=4.00$) showed that lack of attitude of principals towards KETB member's capacity was a serious factor. Therefore, all the respondent groups agreed on the existence of the problem. The significance value shows that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 2 with $\chi^2 = 0.49$, $P = 0.87$

As it is reviewed in the literature part of this study the attitude of principals and teachers towards school boards UNESCO (2002) noted that principals and teachers sometimes, refuse to encourage the school board and association members to actively participate for they fear that these community groups would get over all control of pedagogical matters with which they have no mastery.

As expressed in item 3 of table 11, the respondents were answered on non participatory leadership style of KETB members. Therefore, teachers with the mean value ($X=4.15$, $SD=0.58$), KETB with the mean value ($X=4.07$, $SD=0.59$) and PSTAs with the mean value ($X=4.10$, $SD=0.57$) shows the moderate challenges on the point raised. Therefore, based on the above result we say that non participatory leadership style of KETB members was low in sample schools. There is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 3 with $\chi^2 = 0.46$, $P = 0.83$

As shown in item 4 of table 11, the failure of KETB in classifying the meeting programs and its agenda ahead of time for the board members is the factor affecting the board participation, then the majority of respondents agreed that $X = (4.18)$ of the teacher, $X = (4.13)$ school board and $X = (3.90)$ of the PSTA with a grand mean of (4.07) were moderate factors on the participation of KETB in the school. From this we can understand that the respondent responded that they undecided to say about it and agreed that affect the active participation of them. From document review the researcher observed that the KETB members had minutes of discussion while meeting in school program. However the KETB fail to meet regularly as per planed. The significance

value shows that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 4 with $\chi^2 = 0.48$, $P = 0.86$

As indicated in item 5 of table 11, respondents were asked to the KETB members have lack of confidence to participate on the management of school. Accordingly, teachers with the mean value $X=4.12$, KETB $X=4.00$ and PSTAs with the mean value $X=4.00$ Moderate challenges related to KETB members. The grand mean of respondents $X=4.04$ indicated that KETB members have lack of confidence to participate on the management of school was very low in the sample schools. From significance value there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 5 with $\chi^2 = 0.41$, $P = 0.84$

As supporting with review literature the factor affecting the success of the board members are lack of confidence for they are not professionals, often perceive that the school teachers and principals are more knowledgeable and experienced on the issues under discussion, and hence, may develop the feeling of being dominated in their initiatives. Therefore, as the result of this feeling, the KETB of the community may restrain from actively participating on the issues related to school management, (Scott, 2004).

In table 11 of item 6, respondents were required to indicate the agreement of existence of the major problems affecting the participation of KETB members. Accordingly, as indicated in item 6, the majority of the respondents agreed that the stated problems are the major factors affecting the active participation of KETB members in school management. This data can be detected by using the mean values of respondents; that means the mean values of teachers $X=(4.15)$, school board $X=(4.07)$ and PSTAs were $X=(3.70)$ with a grand mean of $X=(3.97)$. This implies that the respondents agreed that the lack of KETB commitment of school board affect in school management. The significance value shows that there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 6 with $\chi^2 = 0.43$, $P = 0.86$

In table 11, item 7, respondents were requested to answer lack of incentives affect the active participation of board members, majority of respondents; $X=(4.14)$ of teachers, $X=(4.07)$ school board members and $X=(3.60)$ of the school PSTAs with a grand mean of $X=(3.93)$. This shows that all of the respondents agreed that lack of incentives of school board affecting active participation of the board members in school management. The significance value shows that

there is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 7 with $\chi^2 = 0.44$, $P = 0.88$

As can be seen from the item 8 of table 11, the respondents were asked to point out their views whether KETB members' have lack of well-designed strategy and program. According to the mean score of teachers $X = (4.02)$, KETB $X = (3.57)$ and PSTAs $X = (3.67)$ shows that the school board have be deficient in well design school strategy and program. Therefore, based on the responses of the respondents one can conclude that KETB members' have problem to designing the school strategy and program. There is no significant difference between the three groups (teachers, KETB and PTA) in terms of item number 8 with $\chi^2 = 0.41$, $P = 0.81$

Furthermore, the interview conducted with the school principals, vice principals and DEO heads revealed that there is lack of desired encouragement; lack of consistent psychological rewards based on their performance which were among the challenges which affect active participation of the board members. And also, the majority of respondents disclose that the school board members were frequently absent from board meetings and this may result in poor level of participation in the management of school, for this failure the main reason is that lack of school board classifying the meeting programs and its agenda ahead of time which is not genuinely with the board members.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to investigate factors affecting the practices of school leaders at kebele education and board of training with particular reference to secondary schools of Bale Zone.

5.1 Summary

This study aimed to investigate factors affecting kebele education and training board in carrying out their practices in the management of Bale zone's secondary schools. In order to achieve the major and specific objectives the following basic/research questions were raised and answered in this study.

- (i) To what extent do members of KETB discharge their practices?
- (ii) To what extent are the board members familiar with government policies and guidelines?
- (iii) What do the working relationships between members of KETB and DEO look like?
- (iv) What is the level of relationship between the KETB and the community?
- (v) What are the major constraints that affect the participation of KETB in school management?

To answer these research questions, descriptive survey method was employed with qualitative and quantitative approach. To this effect the study was carried out in five selected secondary schools (Jara, Mi'o, Chelchel, Belto and Mecha) were found in five districts and selected through simple random sampling.

The participants of the study were 90 teachers selected using random sampling technique allocated by proportion and following lottery method. In the same way, 5 principals, 5 vice principals and 5 DEO heads were taken by using availability sampling method. In addition 35 KETB and 30 PSTA were selected by means of purposive sampling technique.

The sample population of the study comprised different groups that include teachers, principals, vice principals, head of district education office, KETB and PSTA. The primary data was obtained from teachers, KETB and PSTAs using self-administered questionnaire. In addition, semi structured interview is conducted with five school principals, five vice principals and five

DEO heads, to extract in-depth information regarding the practices of school leaders at kebele education and board of training.

The data collected from teachers, KETB and PSTAs which were quantitative in nature was analyzed and interpreted by using different statistical tools and displayed by percentage, mean and standard deviation and correlation.

The analysis of the qualitative data was performed using narrations to support the result obtained from quantitative analysis. After the completion of data analysis and interpretation the following major findings were drawn.

1. Members of KETB discharge their practices

The finding shows teachers with mean value $X=2.00$, members of KETB $X=1.71$ and PSTAs $X=1.52$ showing their disagreement on the members of KETB discharges their practices. The grand mean of these respondents $X=1.74$ shows that the effort made by KETB discharging their practices were low. Therefore this shows that KETB members do not understand their major duties and practices well. These include approving annual plan and budget, follow up the implementation of schools plan, monitoring and controlling the proper utilization of finance, creating mechanisms to generate internal in come, giving decision/feedback for school community who fails to discharge his/her duties, strengthen teaching learning activities, ensuring school properties are used for only school activities, supervise and control that the school community work together for smooth teaching learning process, examining and endorse the schools' quaternary report and creating mechanisms how local community support the school in cash and material.

2. The board members familiar its with government policies and guidelines

The sought to identify whether the school boards are familiar with the documents or not. From the results obtained majority of the respondents KETB 28 (80%) and PSTAs 24 (80%) and 70 (78%) of teachers responded that the guidelines and policy documents were low to read. From this finding it is clear that the board members did not interpret and use the manuals as a work guide properly as possible. Hence, implementation of the board members based on the manual faced challenges as mentioned.

3. The working relationships between members of KETB and DEO

Among the activities and working relationships between the members of KETB and DEO, the following activities of the district education office were rated as “low” giving orientation and training to KETB members; preparing clear guidelines, providing reward to exemplary members of KETB, creating conducive environment for experience sharing discussing on quarterly report of the school and planning coordinating and supervising the activities of KETB members

But in some district education offices awareness creation programs were conducted in the form of training and skill improvement. And also sometimes zone education department held best practice sharing programs between the best performer schools with the lower ones of KETBs. And hence the output results at the grassroots level were low and not progressive.

4. Level of relationship between the KETB and the community

The study revealed that among the activities performed through close relationships of KETB members with the community, the following activities of KETB members rated below average: supporting parents to help their children to learning, improving the participation of female students, supporting the community for improvement of the school and working for the provision of basic education. The school board has responsibilities to make positive relationships with the community to enhance their involvement in the school learning and support the whole activities of the school. But the relation between the board and the school community is not strong as expected.

5. The major constraints that affect the participation of KETB in school management

With regard to the major challenges which affect the participation of school boards in the management of school the majority of the respondents agreed that with ground mean $X = 4.10$ were the major challenges to be non-participatory leadership style of KETB members, $X = 3.75$ lack of well-designed strategy and program of KETB, $X = 4.07$ failure of the KETB in classifying the meeting program and its agenda ahead of times, $X = 4.04$ lack of confidence to participate on the management of school, $X = 3.97$ lack of commitment, and $X = 3.93$ school board expecting incentives and per diems for their service where the time spend in some school matter, the

negative attitudes school principal towards to the board members capacities to participate on the school management.

5.2 Conclusions

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

It can be concluded based on this finding that the members of KETB did not understand well their role in school management on approving annual plan and budget, follow up the implementation of schools plan, monitoring and controlling the proper utilization of finance, creating mechanisms to generate internal income, giving decision/feedback for school community who fails to discharge his/her duties. In addition to these KETB members did not understand well their practices in school management on strengthen teaching learning activities, ensuring school properties are used for only school activities, supervise and control that the school community work together for smooth teaching learning process, examining and endorse the schools' report and creating mechanisms how local community support the school in cash and material.

The findings showed that policy documents and guidelines were available in school library and in some of the office of the board. Accordingly, the board did not use documents properly but they spent most of the time on their own private benefits and in some social relations. Hence, the school governing policy documents and guidelines are left as shelf documents. Because of the commitment of the school board members do not realize their objectives.

Based on this one can concluded that, among the activities performed with close relation between KETB members and the community in the area of KETB members encourage parents to send their children to school, KETB members visit school beyond the regular meeting time, strive to minimize educational wastage and support the school in material, skill and labor. Therefore, the results show low relationship between KETB and the community.

KETBs relationship with head of DEO is important in school management issues. However, the study findings show that the school board holds discussion with community in identified school problems, District education offices provide training and skill support to empower KETB

members in school management were low and communication system between the boards with DEO are not strong as expected.

It was found out that the major factors /constraints affecting the practices of KETB members in the management of secondary schools were non participatory leadership style of KETB members, lack of well-designed strategy and program of KETB, failure of the KETB in classifying the meeting program and its agenda ahead of times, lack of confidence to participate on the management of school, lack of commitment, school board expecting incentives and per diems for their service where the time spend in some school matter, the negative attitudes school principal towards to the board members capacities to participate on the school management. This shows that the challenges affecting the school board participation were related to lack of the necessary behavioral change in the part of school managing bodies.

5.3 Recommendations

Based under the consideration of the result of this study, the following recommendations were made to be looked critically by the concerned bodies to respond the practices of KETB in schools.

- The main accountability of the KETB members is to discharge their practices well, in order to increase the school performance. The total 155 of respondents with grand mean ($X=1.74$) shown in the above study revealed that the KETB members in the zone were not discharging majority of their practices. Hence, the school and DEO should work together closely to help KETB members develop sense of ownership of the school activities.
- Assuming the practices of school board in school management may not be sound unless the policy documents and guidelines with other school activities are given to them in the form of training. Therefore, this effort could be organized at school cluster and district level to provide training in collaboration with the district education office and zonal education department especially before the school board start working.

- MoE, Regional Education Bureau, Zone Education Department and District Education Offices are advised to consider motivating and giving incentive for those who perform their activities of KETB members.
- The school directors and the members of KETB should discuss together and adjust the school board's regular meeting period that cannot overlap with the KETB members own working time and the KETB members should keep the promise.
- DEO and other stakeholders should provide short-term training and necessary orientation for KETB members to foster their understanding level and communication skill of the board members. Besides this, the DEO and KETB members should decide regular date or month to share ideas exchange information and solve the problems that the KETB members met. This enables members of the KETB to develop commitment, a sense of ownership and execute their duties.
- The DEO should visit the KETB members at school level regularly and provide necessary advice to the board members.
- The school's performance can be improved when the KETB members are motivated and encouraged to carry out their practices. But the study indicated that majority of the KETB members were not interested and committed to serve in the board. Hence, the DEO and the schools should invite KETB members to participate in the educational conferences and workshops that are held at the zone, district and school and announce model work of some school board's in occasions of social meetings and other educational conferences. These all activities motivate the KETB to carry out their duties.

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7. APPENDIX

7.1. Appendix A Questionnaires for KETB and PSTA

Haramaya University

College of Education and Behavioral Studies

Department of educational planning and management

The purpose of this questionnaire is to collect primary data for a master`s thesis entitled factors affecting the practices of KETB in Bale zone general secondary schools

Note:

A/ No need of writing your name in the questionnaire.

B/ please follow each of instruction when filling out the questionnaire.

C/ For question items that require opinion or comments please give short answers in space provided.

D/ The success of the study will expect to alleviate the management problems of the schools particularly at the woreda. So your balanced response is very essential .Thus your kindly requested to complete the questionnaires carefully.

Thank you

Part –I

1. General information

1.1. Name of the school you are referring to-----

1.2 .Woreda -----

3 .Sex a) male b) female 1.4. Age a) below 20 b) 20-30 c) 31-40 d) 41-50 e) 50 and above 1.5. Level of education a) grade 5-8 b/ 9-10 c/11-12 d/TTI e/10+3 F/12+2 g/12+4 h/M.A 1.6. Work experience a) below 2 b) 2-3 c) 7-10 d) 11-14 e/15-18 f/ 19-22 g/above 23

Part –II

2. The practices of KETB in school management

Putting a tick “ √ “ mark under the scale value number.

1=highly disagree 2=disagree 3=undecided 4=agree 5=highly agree

No	Item	Level				
		1	2	3	4	5
1	Approve the annual plan and budget					
2	Follow up the implementation of schools plan					
3	Monitor and control the proper utilization of finance					
4	Create mechanism to generate internal income					
5	Initiating students not to drop their education					
6	Strengthen teaching learning activities					
7	Ensuring school properties are used for only school activities					
8	Supervise and control that the school community work together for smooth teaching learning process					
9	Give appropriate decision/feedback for school community who fails to discharge his/her duties					
10	Examine and approve the school's quarterly report					

3. Concerning the familiarity of board members to government policies and guide lines

Please tick a "√" if the guide lines and policy documents are available in your school

T · L	Guide lines or policy documents	Place of availability	
		In the hand of the board members	In the school library
1	Education and training policy ,2006 E.C		
2	Teachers career structure guide lines		
3	Discipline guide lines		
4	Educational Leadership Organization, Community participation and Finance guideline of MoE, 2006		

3.1. Are you willingness to read and understand the guide lines and the policy documents?

- a) Easily b) difficult to read and understand
 c) I don't know

3.3. In question No 2.1 if your response is "b" list the reason why ?-----

4. Do you know the extent to which how the school board composed in the school management?

- a) I know all b) I know more
 c) I know some d) I don't know any thing

5 .Issues concerned to the relationship of the board members with others stake holders. Please tick “ √ “ on the appropriate level

1=very low 2=low 3=moderate 4=high 5=very high

No	Item	Level				
		1	2	3	4	5
5.1	Hold discussion with parents and general community in identifying school problems					
5.2	KETB works with the council to enrollment and girl education					
5.3	The extent to which the WEO and ZEO provide training and skill support for KETB in school management ?					
5.4	The extent to which the communities respond to the question and reports of KETB?					
5.5	The ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school?					

6. The current contribution of the board members in relation to the expected jobs.

Please, tick a” √“ mark on the appropriate level of contributions.

1=never at all 2=some times 3=often 4=always

No	Item	Level			
		1	2	3	4
6.1	How often do KETB members encourage parents to send their children to school?				
6.2	How often do KETB members visit school beyond the regular meeting time?				
6.3	How often do KETB members strive to minimize educational wastage?				
6.4	How often do the practices of KETB as management bodies support the school in material, skill and labor?				
6.5	How often do KETB make decision for complaints of principals and teachers?				

7. The major challenges which affect active participation of KETB members in school management.

The following are the major factors affecting KETB member's participation in the management of secondary schools. So indicate your level of agreements according to the case of your locality putting a tick "√" mark under the scale value number.

1=highly disagree 2=disagree 3=undecided 4=agree 5=highly agree

No	Item	Level				
		1	2	3	4	5
7.1	Is there lack of ongoing assessment of PSTA activities in school management?					
7.2	Are they non participatory leadership style of KETB members?					
7.3	Do failure of the KETB in classifying the meeting program and its agenda ahead of times>					
7.4	Is there the attitude of principals positive towards KETB member's capacity?					
7.5	Do KETB members have lack of confidence to participate on the management of school?					
7.6	Are KETB member's reluctance or lack of commitment for participation in school management?					
7.7	Is there Lack of incentives for KETB members?					
7.8	Lack of well-designed strategy and program					

8. Is there any socio-culture factors hinder the participation of all the society include in the KETB s?

a) Yes b) no

7.2. Appendix B Questionnaires set for school Teachers

Haramaya University

College of Education and Behavioral Studies

Department of educational planning and management

The purpose of this questionnaire is to collect primary data for a master`s thesis entitled factors affecting the r practices of KETB in Bale zone general secondary schools

Note:

A/ No need of writing your name in the questionnaire.

B/ Please follow each of instruction when filling out the questionnaire.

C/ for question items that require opinion or comments please give short answers in space provided002E

D/ The success of the study will expect to alleviate the management problems of the schools particularly at the woreda. So your balanced response is very essential . Thus your kindly requested to complete the questionnaires carefully.

Thank you

Part –I

1. General information

1.1. Name of the school you are referring to-----

1.2. Woreda-----

1.3 .Sex a) male b) female 1.4. Age a) below 20 b) 20-30 c) 31-40
d) 41-50 e) 50 and above 1.5. Level of education a) grade 5-8 B/ 9-10 c/ 11-12 d/ TTI e/ 10+3 F/12+2 g/12+4 h/M.A

1.6. Work experience a) below 2 b) 2-3

c) 7-10 d) 11-14 e/15-18 f/ 19-22 g/above 23

Part –II

2. The practices of KETB in school management

Putting a tick “ √ “mark under the scale value number.

1=highly disagree 2=disagree 3=undecided 4=agree 5=highly agree

No	Item	Level				
		1	2	3	4	5
1	Approve the annual plan and budget					
2	Follow up the implementation of schools plan					
3	Monitor and control the proper utilization of finance					
4	Create mechanism to generate internal income					
5	Initiating students not to drop their education					
6	Strengthen teaching learning activities					
7	Ensuring school properties are used for only school activities					
8	Supervise and control that the school community work together for smooth teaching learning process					
9	Give appropriate decision/feedback for school community who fails to discharge his/her duties					
10	Examine and approve the school's quarterly report					

3. Concerning the familiarity of board members to government policies and guide lines

Please tick a "√" if the guide lines and policy documents are available in your school

TL	Guide lines or policy documents	Place of availability	
		In the hand of the board members	In the school library
1	Education and training policy ,2006 E.C		
2	Teachers career structure guide lines		
3	Discipline guide lines		
4	Educational Leadership Organization, Community participation and Finance guideline of MoE, 2006		

3.1. Are you willingness to read and understand the guide lines and the policy documents?

- a) Easily b) difficult to read and understand
 c) I don't know

3.3. In question No 2.1 if your response is "b" list the reason why?-----

4. Do you know the extent to which how the school board composed in the school management?

- a) I know all b) I know more
 c) I know some d) I don't know any thing

5 .Issues concerned to the relationship of the board members with others stake holders. Please tick “ √ “on the appropriate level

1=very low 2=low 3=moderate 4=high 5=very high

No	Item	Level				
		1	2	3	4	5
5.1	Hold discussion with parents and general community in identifying school problems					
5.2	KETB works with the council to enrollment and girl education					
5.3	The extent to which the WEO and ZEO provide training and skill support for KETB in school management?					
5.4	The extent to which the communities respond to the question and reports of KETB?					
5.5	The ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school?					

6. The current contribution of the board members in relation to the expected jobs.

Please, tick a” √ “ mark on the appropriate level of contributions.

1=never at all 2=some times 3=often 4=always

No	Item	Level			
		1	2	3	4
6.1	How often do KETB members encourage parents to send their children to school?				
6.2	How often do KETB members visit school beyond the regular meeting time?				
6.3	How often do KETB members strive to minimize educational wastage?				
6.4	How often do the practices of KETB as management bodies support the school in material, skill and labor?				
6.5	How often do KETB make decision for complaints of principals and teachers?				

7. The major challenges which affect active participation of KETB members in school management.

The following are the major factors affecting KETB member's participation in the management of secondary schools. So indicate your level of agreements according to the case of your locality putting a tick "√" mark under the scale value number.

1=highly disagree 2=disagree 3=undecided 4=agree 5=highly agree

No	Item	Level				
		1	2	3	4	5
7.1	Is there lack of ongoing assessment of PSTA activities in school management?					
7.2	Are they non participatory leadership style of KETB members?					
7.3	Do failure of the KETB in classifying the meeting program and its agenda ahead of times>					
7.4	Is there the attitude of principals positive towards KETB member's capacity?					
7.5	Do KETB members have lack of confidence to participate on the management of school?					
7.6	Are KETB member's reluctance or lack of commitment for participation in school management?					
7.7	Is there Lack of incentives for KETB members?					
7.8	Lack of well-designed strategy and program					

8. Is there any socio-culture factors hinder the participation of all the society include in the KETB s?

a) Yes b) no

7.3. Appendix C Interviews for principal and v. principal

Haramaya University

College of Education and Behavioral Studies

Department of educational planning and management

The purpose of this interview is to collect primary data for a master`s thesis entitled factors affecting the practices of KETB in Bale zone general secondary schools

1. How is the board members constituted in the secondary schools and what their profiles?
2. To what extent did the DEO and ZEO provide training and skill support of KETB in secondary school management?
3. How did you see overall effectiveness of the KETB members in the management of secondary schools?
4. What are the major factors affecting KETBs members' participation in management of secondary schools?
5. How the guide lines and polices are available in secondary schools?
6. Are KETB members willing to read and understand the guide lines and policy documents in secondary school?
7. How the principals attitude towards KETBs capacity in school management?
8. What is the relationship between KETB members with DEO requires to executive the practices in school management?

7.4 Appendix .D Interviews for DEO head

Haramaya University

College of Education and Behavioral Studies

Department of educational planning and management

The purpose of this interview is to collect primary data for a master`s thesis entitled factors affecting the practices of KETB in Bale zone general secondary schools

1. How are the board members constituted in the secondary schools and what their profiles?
2. To what extent did the DEO and ZEO provide training and skill support of KETB in secondary school management?
3. How did you see overall effectiveness of the KETB members in the management of secondary schools?
4. What are the major factors affecting KETBs members participation in management of secondary schools?
5. How the guide lines and polices are available in secondary schools?
6. Are KETB members willing to read and understand the guide lines and policy documents in secondary school?
7. How the principals attitude towards KETBs capacity in school management?
8. What is the relationship between KETB members with DEO requires executing the practices in school management?

7.5 Appendix .E Check List of Document Analysis

Haramaya University

College of Education and Behavioral Studies

Department of educational planning and management

No.	List of activities to be performed	Observation Comments
1	KETB approve Annual plan and budget	
2	Presence of policies, guide lines and manual in the school	
3	KETB regular meeting program and possess minutes	
4	KETB Examine and approve school report	