

The Practices and Challenges of School Based Management in Primary Schools of YemWoreda



By: BelaynehGeremew

*A Thesis Study Submitted to Jimma University Department of Educational
Planning and Management College of Education and Behavioral Science in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in School
Leadership*

September 2018

Jimma University

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DECLARATION

I declare that this thesis is my solely original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name _____

Sign. _____

Date _____

APPROVAL SHEET

This Thesis entitled with “*The practices and challenges of School Based Management in Primary Schools of YemWoreda*” is prepared by Belayneh Gremew. The Thesis is submitted to Jimma University Department of Educational Planning and Management in Partial Fulfillment of the Requirements for the Degree of Master of Arts in School Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACKNOWLEDGMENTS

First and for most, I would like to express my unshared thanks to the Almighty God for allowing me to get this success and for his mercy.

Then I would extend the deep and heartfelt thanks to my advisors, MitikuBekele (Ph.D) and AtoMebratuTafesse (MA) whom I frequently consulted in matters of my study, without their great deal of contribution from the very beginning up to the end of this investigation it would be very difficult and even impossible for me to complete the study.

The participation of stakeholders such as education office heads and experts, principals, CRCs supervisors, teachers, KETB and PTA committee members in the primary schools of YemWoreda which are included under this study is very critical for accomplishing the study. Therefore I would thank all these bodies for their active and honest engagement in my study.

Next I would also acknowledge my sincerely gratitude to AtoGebeyehuGashe (MA), AtoSileshi G/silassie(MA), AtoEshetuShiferaw (MA) AtoGetachewGidd (MA) AtoGetachew G/meskel (BA) and AtoNuri G/yes (BA) for their constructive comments and providing their necessary resources in undertaking my study.

Lastly, but not list my deeper gratitude's goes to my wife W/r RedietGebeyehu and to all my families for their inseparable morale help and encouragement from the start up to the end of my work.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
CRC	Cluster Resource Center
DfID	Department for International Development
EEGRA	Ethiopian Early Grade Reading Assessment
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education Training Policy
FGD	Focus Group Discussion
GTP1	Growth and Transformation Plan
HR	Human Relation model
IP	Internal Process model
KETB	Kebele Education Training Board
MOE	Ministry Of Education
OECD	Organization for Economic Cooperation and Development
PTA	Parent Teachers Association
SBM	School Based Management
SER	School Effectiveness Research
SIR	School Improvement Research
SNNPRG	South Nations Nationalities People Regional Government
SPSS	Statistical Package of Social Sciences
WEO	Woreda Education Office

ABSTRACT

The purpose of this study was to investigate the practices and challenges of school based management in primary schools of Yem special Woreda, SNNP Regional State Ethiopia. The descriptive survey design with concurrent collection and analysis of quantitative and qualitative data was employed. The study included 128 teachers, 15 principals, 4 cluster resource center schools supervisors, 66 PTA and 96 school board members who were respectively selected in simple random and availability sampling techniques. All primary sources of data were assessed through questionnaires, open ended questions and document analysis. The descriptive and inferential statistics were used to analyze data from questionnaires. Whereas FG discussion with PTA and KETB members on open ended questions and document analysis were narrated and explored in words. As a result of the investigation the staff development and instructional leadership process were perceived at adequate level of practice. Besides the students' gross and net enrollment rate as well as fair or equal enrollment rate of female to male students', the students' dropout and repetition rate at every grade and in grade 8th regional exam was also improving from year to year. In opposite the study also found that the SBM practices in the primary schools were constrained with problems such as: Inconsistency of mentoring newly employed teachers, Lack of providing school based on job training and evaluating its effect on staff development, Inadequate practice of participatory decision making, Lack of effective monitoring and evaluation procedures and Inconsistency of providing effective supervisory function, Inadequate survival rate of students both at first and second cycle primary grades, Low participation of pupils in class room instruction, Inability of students in cooperative learning skills, Low achievement of students in reading, writing and arithmetic skills, Lack of parental support and Inability of making conducive school environment which attract students for learning. Therefore I had concluded that the SBM practices were not effectively implemented in Yem special wereda primary schools. Finally I was recommended stakeholder such as the wereda's education office heads and expertise, the CRCs supervisor, the principals and teachers in Yem Woreda primary schools must give due attention to improve the SBM practices.

CHAPTER ONE

Introduction

1.1 Background of the Study

School based management is decentralization of authority to the school level (World Bank, 2014). It is transfer of responsibilities and decision-making over school operations and school management to principals, teachers, parents, sometimes students and other school community members (Caldwell, 2005). The decentralized educational management is an ideology of ensuring the improvement of all teachers and local community at site level (Hogue, 2007). The school level actors, however, have to, or operate, with in a set of centrally determined policies (Caldwell, 1998). School based management (SBM) framework pays attention on school effectiveness to enhance students' outcome through devolution of responsibilities to the site stakeholders' (Lauglo, 1993). It provided the schools with enhanced flexibility and autonomy in managing their own operation and resources to create an environment that facilitate continuous school effectiveness (Botha, 2011).

Thus the ultimate aim of SBM is to improve teaching standard and learning outcomes through increased accountability of school management by involving key stack holders such as teachers, students, principals, parents and other community member in decision-making of school affairs under the SBM governance framework to address school effectiveness (Leithwood and Earl, 2000). Because, SBM practice enhance the accountability of principals and teachers to their students, parents and teachers themselves (World Bank, 2004).

Scholars such as Botha (2011) stated the school based management practice involves the schools to adapt external and internal environment and it should enhance environmental analysis, systematic planning, appropriate staffing and directing, constructive evaluation, leadership and participatory decision-making. He also suggested SBM empowers the school leaders to develop vision, mission, value, strategies and operational directions as well as sourcing, mobilizing, allocating and utilizing material and human resources effectively and efficiently in a sense of transparency and accountability to ensure schools' effectiveness (Botha, 2011). Another scholar Hogue confirmed SBM enhance the local decision-makers to adapt the appropriate mix of inputs

and education policies to meet local realities and needs so as to facilitate school effectiveness (Hogue, 2007).

The popularity of SBM is evidenced by the large number of development agencies promoting it as a key component of the decentralization reforms and the growing number of countries that have adopted aspects of this approach (Gertler, Patrinos and Codina, 2007). The reason why the School based management reform was recently accelerated in education system through the world is due to demand of increasing education quality standard without necessarily investing more resources (World Bank, 2004). According Verger and Antilyelken (2011) the increasing international pressure stemming from international standardized test, loan conditionality, the EFA (education for all) action frame work and so, more and more governments are open to experimenting with innovative ways of education delivery and in adapting new managerial approaches and the same is true for expansion of the practice of a SBM over the world.

Now a days many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investment especially in developing countries (Gertler, patrinos and Condina, 2007). Their education systems are usually highly centralized and have very strong teachers, teachers often lack strong incentives and accountability mechanisms, which result in high teachers absenteeism rates (Banerjee and Duflo, 2006; Chaudhury and others, 2006). This enforced the policy- makers and researchers in developing countries to concentrate their focus on introducing SBM or decentralization of school management to place education resources, decision-making and responsibilities closer to the beneficiary at school level (World Bank, 2003).

The practices of SBM in Ethiopian schools was introduced and widely used following the introduction of decentralized educational management system since the implementation of current education and training policy of the country (MOE, 2005). The major objectives of the current education policy were enhancing the relevance, quality, equity, access and efficiency of education system (MOE, 1994). This is because previously the education sector of our country was faced with very high problems on these issues (MOE, 2000). For example in 1994 the gross enrollment rate was 30% at elementary, 13% in secondary and less than 1% at tertiary levels. The gross enrolment rate 30% at primary was one of the lowest in the world and even less than half of average for sub-Saharan African countries (MOE, 1994). These limitations enforced the

government of Ethiopia in developing new education training policy and giving high concern on decentralized education management that later focus more on the SBM practices by devolving duties, responsibilities and authorities to local schools which systematically and gradually intend to alleviate above mentioned educational problems(MOE, 2002; Worknesh, 2012).

The government also designed the education sector development program (ESDP), which is a long range-rolling plan with a focus on the comprehensive development of education over twenty- year period. The main thrust of ESDP is to improve education quality and expand access to education with especial emphasis on primary education in rural and underserved areas as well as the promotion of girls' education (MOE, 1997/98). The final goal of the ESDP for the primary education in a universal primary enrolment by the year 2015 and at the same time improving quality, equity and efficiency of the system at all levels which calls for strong SBM practice in all regions of the country.

Generally, implementation of SBM over the world as well as in our country concentrates attention on enhancing the autonomous and responsibility of site mangers, empowering the local community in decision-making of school affairs, encouraging the involvement of school community in school improvement programs developing the transparency and accountability of both top and site leaders, making cooperation among members of school to ensure the effectiveness of school through achieving enhanced students learning outcomes(MOE 2008; 2010).

Therefore, this survey study was intended to assess the overallpractices and the most deterring challenges which are constraining the School Based Management process. Beside thisit indicated some of the mechanisms to be employed to enhance the SBM practices in the primary schools of Yem Especial Woreda in SNNP regional government.

1.2 Statement of the Problem

School based management is key element of educational decentralization that allows the schools to exercise their autonomy in sense of accountability and responsibilities through devolution of decision-making authority to principals, teachers, parents and other community members at the school site (Vegas, 2007). Global trends show that SBM is one of the widely used educational

managerial reforms which are being practiced in various countries (Gertter, Patrinos and Codina, 2007).

The practices of SBM in Ethiopian educational and management system has officially been introduced and adopted to Education and Training Policy of the country to create the necessary condition in expanding, enriching and improving the relevance, quality, access, enrolment and equity of education and training policy (MOE, 2002). The practice of this issue has providing rapid success in access, enrollment and equity goal attainments but faced with the problem of quality in education system (MOE, 2015). The findings of different national researches also confirm the same results.

For instance Abenet (2016) stated the practice of decentralized education management at the schools resulted achievement in students enrolment, accesses, equity and leadership process but lacks uniformity from region to region specially in decision-making process, communication in school planning, school based capacity building, instructional leader ship, monitoring and coaching functions, resources allocation, community mobilization and parental involvement in students' academic success. Another researcher Wubet (2015)suggested lack of sufficient instructional and professional material to build teachers' professional capacity, inability of organizing short term trainings and experience sharing programs are challenges affecting primary school administration. Moreover Obasaa (2010) forwarded the lack of the necessary resource and trained manpower at the local level is challenges of SBM to improve school effectiveness. Finally Mekonnen(2015)recommended coordination of educational personnel, assigning the right person in the right place, provision of adequate resources, the provision of training, adequate participation of stake holders, addressing clear roles and responsibilities, and creating conducive environment are mechanisms to enhance SBM.

The SBM practices empower the commitment and autonomy of local school leaders in changing the progress of their schools (Bandur, 2012). In contrary the practices of SBM in majority of primary schools in Yem Special Woreda are not improving the performance of the schools. According to the inspection report undertaken through 22 primary schools of YemWoreda by education office inspection team, 8 (36%) of the schools are arrived at the quality standard of level 3 and the rest 14 (64%) primary schools fall at level 2 in relation to national schools' quality standard classification level set by ministry of education based on input, process and

output parameters (MOE, 2013/14). The report showed none of the schools have arrived at quality standard level 4 which is the maximum expected quality assurance level (YemWoreda education office, 2015). The result of this report indicated there is great gap on enhancing the quality level of schools' toward standards which demands for committed and competent SBM practices.

So the education system in YemWoreda has facing with a great problem in promoting the schools toward standards and goal achievement which needs a strong SBM practices. Because effective SBM inspires the responsibility and accountability of school stake holders through creating healthier teaching-learning environments, enhancing participatory decision making, involving stronger school community relationship, developing good leadership, providing participatory instructional process and improving student academic out comes to attain the desired school goals(Khattari, Ling and Jha, 2012).

Therefore, the purpose of this research was to assess the extent of school based management practices. It provided the most constraining challenges which are affecting the SBM practices. Indeed, it helped to justify mechanisms undertaken to improve SBM process to attain the desired school goals in YemWoredapprimary schools.

Finally the study was attempted to answer the following basic questions. These are:

1. To what extent the SBM is practiced in primary schools of YemWoreda?
2. What are the major challenges which are affecting the function of SBM practices?
3. What mechanisms are employed to enhance the function of SBM practices in primary schools of YemWoreda?

1.3 The Objectives of the Study

1.3.1 General Objective of the Study

General objective of this research is to investigate the practices and challenges of SBM so as to forward the necessary strategies to be employed to enhance the implementation of this issue in YemWoreda primary schools.

1.3.2 The Specific Objectives of the Study

The following specific objectives were addressed by this research.

Thus the study was intended to:

1. Assess the extent to which the SBM is practiced in YemWoreda primary schools.
2. List down the most constraining factors which are affecting the function of SBM process in the primary schools.
3. Draw the strategies which are employed to enhance SBM practices in the primary schools.

1.4 Significance of the Study

This study is crucial for key stockholders such as teachers, principals, parents, students and other community members who are responsible and participating in SBM governance frame work in YemWoreda primary schools. It expands their insight about what challenges are affecting the practices of SBM and provide feedback how to solve these constraints so as to develop effective SBM practices at the locality.

Generally, the results of the study have the following significant contributions. Hence it:

1. It informs the Woreda education office leaders' and experts' how to monitor the school site leaders' commitment in SBM practices.
1. Creates the responsibility, transparency and accountability of school principals, teachers, parents as well as other school committee members to carry out their duties effectively and efficiently in SBM practices.
2. Facilitates how the school community is involved to mobilize, allocate and utilize financial and material resource at the schools.

3. Helps the value of teachers' involvement in SBM practices for effective instructional leadership and curriculum management processes.
4. Empowers the cluster supervisors to contribute their maximum effort in monitoring and coaching the progress of schools through effective SBM practice at primary schools.
5. Initiates the school stake holders to collaborate in SBM practices in order to attain the improved schools goals.

1.5 Scope of the Study

School based management is one of the recently used education managerial reforms which are being practiced in various developed and developing countries around the globe (World Bank, 2004). The issue of SBM practice in educational management in our country has got focus since the adoption and implementation of educational decentralization in education and training policy of Ethiopia (MOE, 2002). Even though, the practice of SBM accounted more than 10 years in the country the level of implementation from Woreda to Woreda (school to school) still varies.

So, this research is delimited to investigate trends of SBM practice and its implications to school effectiveness as well as to identify the major challenges that are affecting the implementation of SBM in YemWoreda government owned primary schools.

Geographically Yem specialWoreda is found in SNNPR. It is located at 239km from south west of Addis Ababa city and 117km apart from east of Jimma town almost on a mid-way of Addis to Jimma main road.

Finally, the constructs of SBM practices assessed under this inquiry were staff development, decision-making process, instructional leadership, financial and material resources management, monitoring and evaluation process, the function of cluster supervision, the students' academic progress and the schools' goal achievement.

1.6 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.

(i) Lack of related research work, and shortage of current and adequate literatures particularly to the topic under study. (ii) Respondent reluctance to fill out the questionnaire on the expected time. (iii) Some problems faced when organizing focus group discussions was anticipated because of in-availability of persons on the desired schedule. Therefore, the researcher devoted more time and effort exerted to the study by no means claims it could be conclusive.

1.7 Definition of key Terms

School based management (SBM): It is transfer of responsibilities and decision-making authority over school operations and school management to principals, teacher , parents, sometimes students and other school community members (Caldwell 1998) or else it is decentralization of authority to school site (World Bank 2014).

Staff development: Refers provision of continuous on job training programs for school stakeholders and leaders at the school level (Philipp and Julie 2005).

Instructional leadership process: refers to leading teaching learning process and managing the curriculum through observation of classroom teaching learning process and providing professional support to enhance students' academic and behavioral out comes.

Conducive or safe school environment: Is the school environment that initiates and attracts learners' attention and secular for all those who are involved in teaching learning process.

Students' academic achievement: Is the attainment of objectively pre-determined students learning out comes at the end of educational year.

School resource mobilization and management: refers to the process of collecting available financial and material resources as well as utilizing it efficiently on SBM practice.

Parental involvement: Is the participation of parents in school management and contribute their role in school resource allocation, ensure the school's annual plans and yearly performance reports,' coach and advise their children in teaching learning process etc.

Cluster supervisor: Is an educational professional at cluster center school who coach and monitors three to five schools. He provides ongoing monitoring and constructive feedback to enhance the schools' performance.

Monitoring: It is a process of continuous coaching and providing constructive feedback on the progress of schools to achieve schools' goals.

1.8 Organization of the Study

This study was organized in to five chapters. Chapter one deals with the background of the study, statement of the problem, the objective of the study, significance of the study, delimitation of the study, definition of key terns and organization of the study. Chapter two focuses on the review of related literatures. The third chapter deals with the research design and methodology. The fourth chapter provides the presentation, analysis and interpretation of data. The last chapter deals with summery of findings, conclusion and recommendation of the study.

CHAPTER TWO

Review of Related Literature

The purpose of this chapter is to provide a review of literature on practices and challenges of school based management focusing on the conceptual and practical aspects of the issue both in global as well as national practices. The chapter is divided into nine major sections. The first section reviews Concept of School Based Management. The second section deals with The Objectives of School Based Management. The third section shows the Rational for School Based Management. The fourth section is about the Principles of School Based Management. The fifth section concerns on Components of School Based Management. The sixth section regards the Practices of School Based Management around the World. The seventh section is about the Introduction of SBM practice in Ethiopia. The eighth section deals on the Effect of practices of SBM over Schools goal achievement. The last section concerns Challenges of SBM Practices.

2.1 Concept of School Based Management

School based management is a reform movement which consists allowing schools more autonomy in decisions about their management: that is, in use of their human, material and financial resources to impact school effectiveness' (Ayeni1 and Ibukun 2013; Oswald 2014). It is also referred as school based governance: school self-management, decentralized educational management or school site management (Leithwood and Earl 2000).

World Bank (2014) stated that SBM is the decentralization of authority to school level. It involves transfer of responsibility and decision making over school operations and school management to principals, parents, sometimes students and other community members. The school level actors however, have to conform to, or operate, with in a set of centrally determined policies (Caldwell 1998). The basic principles around SBM is that giving school–level actors more autonomy over school affairs will result in school improvement as they are in better position to make decision to meet the school needs in a more efficient manner (Malen, Ogawa and Kranz 1990).

Generally SBM is a management frame work which is school based student centered and quality focused through devolution of responsibilities. Schools are provided with enhanced flexibility and autonomy in managing their own operations and resources so as to provide an environment that may facilitates continuous improvement. At the same time schools are also required to increase accountability in school management through the participation of key stakeholders in decision-making under the school based management governance frame work Hong Kong city education and manpower Bureau report (2006).

2.2 The Objectives of School Based Management

The ultimate objective of school based management is to improve teaching standard and learning outcomes as suggested by Hong Kong city education and manpower Bureau report (2006). The objective of school based management is to empower and given full autonomy and freedom for school site leaders, enhance service deliver and quality of output will improve and implementation efficiency increases drastically (Donald and Boon-Ling, 2007). The SBM is a means to an end, which is providing good quality education to students and improving school management, transparency and accountability (Gertler, Patrinos and Codina 2007). Beside the objective of SBM is to enhance organizational productivity and quality service deliver through increased accountability felling and management ownership (Donald and Boon-Ling, 2007).

2.3 The Rational for School Based Management

There are number of arguments put forth in favor of the introduction to SBM. The first one is allowing school agents (principals, teachers and parents) to make decision about relevant educational issues is believed to be more democratic process than keeping their decisions in the hand of selected group of central level officials (Malen Ogawa and Kranz, 1990). The second is locating the decision making power closer to the final users will arguably lead to more relevant policies. Third is an additional gain in efficiency could come from decision-making process less bureaucratic. Fourth one is empowering the school personnel and the community might lead to higher commitment, involvement and effort which result in a great resource mobilization and possibly a more enjoyable school climate if all different agents involved in the decision making process cooperate and coordinate efforts. The closer parent school partnership might also improve the home environment with respect to learning. Fifth one is involving parents in school

management or in monitoring and evaluation activities is likely to increase the levels of transparency and accountability with the school. This might in turn improve school effectiveness and school quality (Gertler, partners and Rubio-Cardina 2007).

Indeed, it has been demonstrated that the quality of education depends primarily on the way schools are managed more than on the availability of resources as Hanushek (2003) cited in Gertler P. (2007). It has also been show that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership (CaldWell, 2005). Therefore, it is crucial to focus on SBM to empower the involvement of key stakeholders specially teachers and principals in school management to improve instructional process in a sense of transparency and accountability.

The proper implementation of school based management helps the schools to adapt and analyze internal and external environment so as to generate systematic planning appropriate staffing and directing, constructive evaluation leadership and participatory decision-making (Botha 2011). It fosters the opportunity of community participation in decision-making process (Hogue 2007, Bouer and Bogtch 2006). It improves the accountability of principals and teachers to parents, students and teachers themselves (World Bank, 2004).

2.4 The Principles of School Based Management

School based management has been carried forward following the ideology of ensuring the involvement of all teachers and local community at site level. The established school based management is mostly known as site based management with the headmasters' managerial task more evenly distributed and oriented on teachers, stakeholders and students.

The leaders (head masters) roles are more of supportive, comprehensive and facilitative that provides the necessary environment for teachers' collaboration and integration, teachers' empowerment and their participation in decision making and teachers- professionalism. So, decentralized decision-making and facilitating empowerment of parents and professionalism of teachers are the critical issues of school based management (Murph's 1997). Thus, the practice of school based management in general has two most important principles. These are:

1. Principle of participatory (democratic) decision-making at the school level. The school site leaders who are engaged in schools' management have autonomy and authority to make decision and approve every school operational or developmental projects as well as effective and efficient use of human, financial and material resources at a school level. Furthermore, it also monitors the worth of instructional leadership or curriculum management to attaining the predetermined educational goals to address school effectiveness (Brandao 1995).
2. Empowering the involvement of school stakeholders in school management to ensure and increase responsibility, transparency and accountability of schools to a society. As expectation of World Bank strengthening accountability relationship among school stakeholders will strengthen the education system as whole so that it will efficiently deliver better learning outcomes (World Bank 2011). Therefore, the accountability relationships between teachers and state as well as teachers with citizens in many countries are introducing the following components of accountability in their education system. These are: the collection and publication of education information's, such as test results, enrolment numbers and class attendance figures, establishment of standards for assessing performance, the formulation of consequences of success or failure to teachers, the establishment of an authority that collects information, decide whether or not standards have been met, distribute rewards and sanctions (Newman et al 1997).

2.5 The Components of School Based Management

According to Hong Kong city education and manpower report (2006). The functions or components of school based management includes development or making school policies , dealing on personnel management, conducting issues of financial and material resource management and carrying out instructional leadership or school based curriculum.

2.5.1 Developing school policies

Developing school policies stands formulating school development strategies with aim to attain the school vision and educational goals to enhance learning effectiveness. Drawing up policies and priorities for development projects plan and manage school resources so as to ensure the missions of the school are carried out in a way to attain the school values (Workneh, 2012).

2.5.2 Personnel Management

A personnel management issue goes with a process of staff appointment, promotion, maintenance and dismissal (Gray 2005). It deals with performance appraisal and professional development (Castetter, 1992). Finally, it is also concerned with establishing effective communication channel and handling grievances and complaints.

2.5.3 Financial and Material Resource Management

Financial and material resource management in line of SBM starts with approving school development plan, annuals school plan and school budget, managing government and non-government funds to ensure the wise utilization of resources(Oumer, 2009). Reviewing school plans and budgets to see if they are in line with over all education goals and school policies then making appropriate adjustment when necessary (Cheng Cheong, 1996). Building relevant networking's with site stakeholders to secure community resource in order to enhance teaching learning effectiveness.

2.5.4 Instructional Leadership or School based Curriculum.

The function of school based management in a regard of instructional leadership or school based curriculum focuses ensuring curriculum design in line with government education policies. Provide a coherent flexible, broad and balanced curriculum that is in line with the aim of education(Gamage (1998). Promoting education for students at the school and leading the schools to strive for excellent and continuous improvement. Therefore, the school based managers responsibly should deal with important tasks of monitoring, developing and implementing school based curriculum.

2.6 The Practice of School Based Management around the World

School based management is one of the recent global educational managerial reform practices which are aimed at increasing education quality standard without necessary investing more resources in education system. The fact that the managerial approach to education reform has been worldwide is to great extent, related to material and ideational power of organizations backing them. These reforms count on persistent performers strategically located in very

influential and well-connected international organizations, the World Bank, being the most outstanding of them (Verger and Antilyeken 2011)

These types of organizations counts on necessary skills to frame managerial education reforms in appealing ways as well as on the resources promote them effectively via international seminars, well distributed publications, highly ranked web-pages and so on. However projects funded by the world bank but also the regional development banks in the last decants show how components such as school competitions, school based management, decentralization, private sector participation and more recently accountability have been disseminated to all world regions (Gertter, Patrinos and Codina, 2007).

In general due to international pressure stemming from international standardized test, loan conditionality's, the EFA (Education for all), Action framework and so on, more and more governments are open to experimenting with innovative ways of education delivery and to adapt new managerial approaches and the same is true for expansion of the practice of SBM over the world (Verger and Antilyeken 2011).

Beside this today many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investment especially in developing countries (Gertler, Patrinos and Codina, 2007). Bonerjee and Duflo (2006) stated the education system of most developing countries are usually highly centralized and have very strong teachers, that often lack strong incentives and accountability mechanisms, which result in high teachers absenteeism rate or turnover. Finally this leads to low students' academic achievement (Chaudhurty and others 2006).

In other side as world development report presented at 2004, placing education resources, decision-making authority responsibility and accountability closer to the beneficiary is one of the approaches for school improvement to ensure enhanced students learning outcomes (World Bank, 2003). These are the major arguments that enforced the policy makers and researchers in developing countries to concentrate their focus on introduction and dissemination of school based management reform or decentralized school management.

2.7 The School Based Management Practices in Ethiopia

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

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

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

ESDP III also outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers’ houses, and encouraging girls to enroll in schools. Community members and parents are members of the Parent–Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE, 2005).

The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MOE, 2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programs

that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education.

However, the woreda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE, 2005). At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school based management and administration remained inefficient and ineffective. In addition, the system suffered from a weak relationship between regions and woredas (MOE, 2010).

ESDP IV therefore emphasized the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centers, and improving school-level management through capacity-building programs (MOE, 2010). The General Education Quality Improvement Program (GEQIP) aims to improve quality intervention in key areas, including school based management (Ayalew Sh., 2009). Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE, 2008).

Generally, the practice of school based management in our country is concentrated its attention on empowering autonomy of school site managers to participate and make decision over school operations in a sense of transparency and accountability to ensure school improvement program through attaining enhanced students learning outcome (Tassew et al. 2005; Dom 2009; MOE 2008; MOE 2005 and Jeilu 2009).

2.8The Effect of practices of SBM onSchools goal achievement

SBM is one of component of educational decentralized administration involve an autonomy to local level actors and it empowers the internal decision making capability of principals, teachers, parents, students and other community members belonging to particular school (World Bank 2004).

The school based management involves the schools to adapt external and internal environment and should enhance environmental analysis, systematic planning, appropriate staffing and directing, constructive evaluation, leadership and participatory decision-making (Botha, 2011). As Botha SBM empowers the school leaders to develop vision, mission, value, strategies and operational directions as well as sourcing mobilizing allocating and utilizing material and human resources effectively and efficiently in a sense of transparency and accountability (Botha, 2011). SBM also enhance the local decision-makers to adapt the appropriate mix of inputs and education policies to meet local realities and needs so as to facilitate schools goal achievement (Hogue, 2007).

The schools goal achievement concerned on enhancing issues which are related with a teaching-learning, school administration, students' motivation, learning outcomes, safe and orderly school environment, learning community and parental involvement both at school and in classroom level so as to attain enhanced students result (Scheerens, 2004).Therefore SBM as crucial element of educational decentralization process which has compulsory effect over schools achievement (DeGrauwe 2004).

Finally the focus on school based management is to foster effective instructional process through efficient marshaling of both human and material resources at the school and in the class room to attainment enhanced students learning out comes (Raczynski and Munoz. 2005). So some major effects of SBM were ignite high expectations from the schools, emphasis on Educational leadership,Create Consensus and cohesion among school community,Promote Parental involvement and Secure Effective learning time.

2.8.1 Ignite High Expectations from School

By empowering parents and giving them information about the school's performance relative to national standards or benchmarks, SBM may increase parents' participation in school governance, raise their expectations of school performance, and lead to increased pressure on teachers and schools to perform (OECD 2000).

2.8.2 Emphasis on Educational leadership

School autonomy gives headmasters and school administrators the tools and the responsibility to effectively lead the school. Headmasters can encourage school-based reform when they display good leadership and receive sufficient training to lead and manage the school community and, especially, the teacher corps (Hanushek, 2002).

2.8.3 Create Consensus and Cohesion among School Community

School level decentralization is often accompanied by policies requiring teachers, parents, and administrators to jointly prepare school improvement plans, with grant funding provided on a competitive basis by the education ministry. The joint preparation of school improvement plans can create a shared commitment to raise quality as well as incentives to work together to implement it. Teachers who shirk this duty may face disapproval from their colleagues. In addition, the increased power given to headmasters under SBM gives them the opportunity, if not the obligation, to develop a vision and mission for the school that is shared by both the faculty and the community. Under school autonomy, headmasters often acquire increased management powers to recruit, select, monitor, evaluate, and train teachers and to use the school's discretionary monies to fund that training. This combination of new powers allows headmasters to select teachers who share values and a common vision for the school's development (Elmore, 1995; DeStefano, 2004).

2.8.4 Promote Parental Involvement

SBM often promotes both the formal and informal participation of parents in the school. Formally, parents participate in meetings to select their representatives on the school management committee. Informally, parents are encouraged to donate money to the school, gaining a stronger interest in monitoring its finances and becoming more involved in their children's education. Involving parents more directly in the education of their children may also lead to changed behavior in the home, resulting in parents more closely monitoring their children's study habits (Eskeland and Filmer, 2000).

2.8.5 Secure Effective learning time

SBM is unlikely to have a large impact on how teachers use classroom time, but it can have an important effect on teacher attendance. Teachers may be pressured by parents to reduce their absenteeism from the classroom and parents may play a role in monitoring teacher attendance (Parker and Leithwood, 2000).

2.9 Challenges of the SBM Practices

According to Garia and Rajhumar (2008) there are critical challenges that affect the implementation of educational decentralization in a sense of promoting the full autonomy of school site stake holders through school based management process. These constraints are inadequate resources at school level, inadequate information, unclear expenditure assignment and responsibility declining share of spending on capital expenditure by sub-nation government, need to boost administrative capability at local level, vested interest on some of government bureaucrats at the top managerial level, over lapping or burdening of responsibility to a single leader, absence of clear guidelines to carry out SBM as well as practice of incomplete decentralize are some of major obstacles for proper practice of SBM to ensure school effectiveness (McGinn and Welsh, 1999; MOE, 2002).

It is widely argued that efficiency and effectiveness are more likely to be achieved when decision-making is placed at the local level. But localization of decision alone should not be considered as an end rather as a means to the ends provided that fundamental requirements that enhance the implementation process are fulfilled at the local level. Otherwise devolving decisions and function to the local will not have advantage (Welsh & McGinn, 1999). The requisites to be available at the local level include effective local authority and autonomy, sufficient resource for localities, effective institutions of collective actions, accountability and transparency in operations (Olowu & Wunsch, 2004; Welsh & McGinn, 1999).

But quality of local decisions depends on the ability of local units to process and use information and representing the interests of individuals and groups affected by the decisions (Hurst, 1985; Welsh & McGinn, 1999). Sometimes this is not available at the local. In Ethiopia during the regional devolution, educational decentralization had not achieved the intended objectives

because the local governments lacked the basic knowledge and experience to perform effectively (Garcia & Rajkumar, 2008; Tadesse, 2007). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayele, 2009). The same is true for practice of SBM at Ethiopian schools. Tikson (2008), Galshberg and Winkler (2003) stated the success of educational decentralization in certain African countries including Ethiopia was affected by local features like parents' illiteracy, fragile democracy, and less well developed banking system.

There are other criticisms forwarded toward educational decentralization at local level. Decentralization is considered as a means through which governments transfer the burden of educational finance and provision to parents and other local community (Bray, 2001; Welish & McGinn, 1999). Nonetheless, low political bargaining power and economic capacity will affect the active participation of the poor and minority groups in local matters (Chapman et al., 2002). Hence it is imperative for decentralization reform not only to transfer the resources burdens to the local level, but also the strengthening of community, the school management technical capacity and collaboration with community organization (Shaffer, 1994).

Another controversy involves the rationale of equity, choice and competition. In the rhetoric educational decentralization in a sense of SBM is advocated for maintaining equity but this is not always true. Many scholars assert that decentralization is widening the inequality gap between rich and poor localities (Dunne et al., 2007; UNESCO, 2008; Winkler, 2005). As the literature shows this challenge is associated with variation in local resource endowment, commitment of local government and community for educational development. On the other hand, the imperatives of choice and competition tend to jeopardizes equity as richer localities devote more resource on education and get better education but this has high frustration in poor localities. Consequently, some urge centralized decision-making and control of education within a decentralized system for considerations of not only maintaining equity but also for national unity and efficiency in management (Lyons, 1985).

Indeed, government intervention could serve for maintaining equity. It could be employed in the form of "deliberate action to counteract the natural dynamics of the expansion of education system and reallocation of educational resources among the different regions and call for special

effect in favor of deprived ones” (Chau, 1985). The shared responsibility (partnership) between community and the government for local initiatives increase educational access, quality and equity (Bray, 2001). So the SBM practice to be functional in a way to attain school effectiveness, it is imperative to have consistent bi-directional communication between local school management and top government leadership.

2.10 The Conceptual Model of the Study

This study was concerned on school based management practices and its challenges in primary schools. The extent of SBM practices were assessed under inputs, process and outputs categories. The inputs variables discussed were the extent of staff development, resource management, orderly school environment and parental support. The process variables were decision making process, instructional leadership, monitoring and evaluation process and function of cluster supervision. Whereas the output constructs examined were the schools’ goal achievement, enhanced students learning, and improved students’ academic achievement. It was adapted from Scheeren’s SBM model (Scheeren, J. 2004).

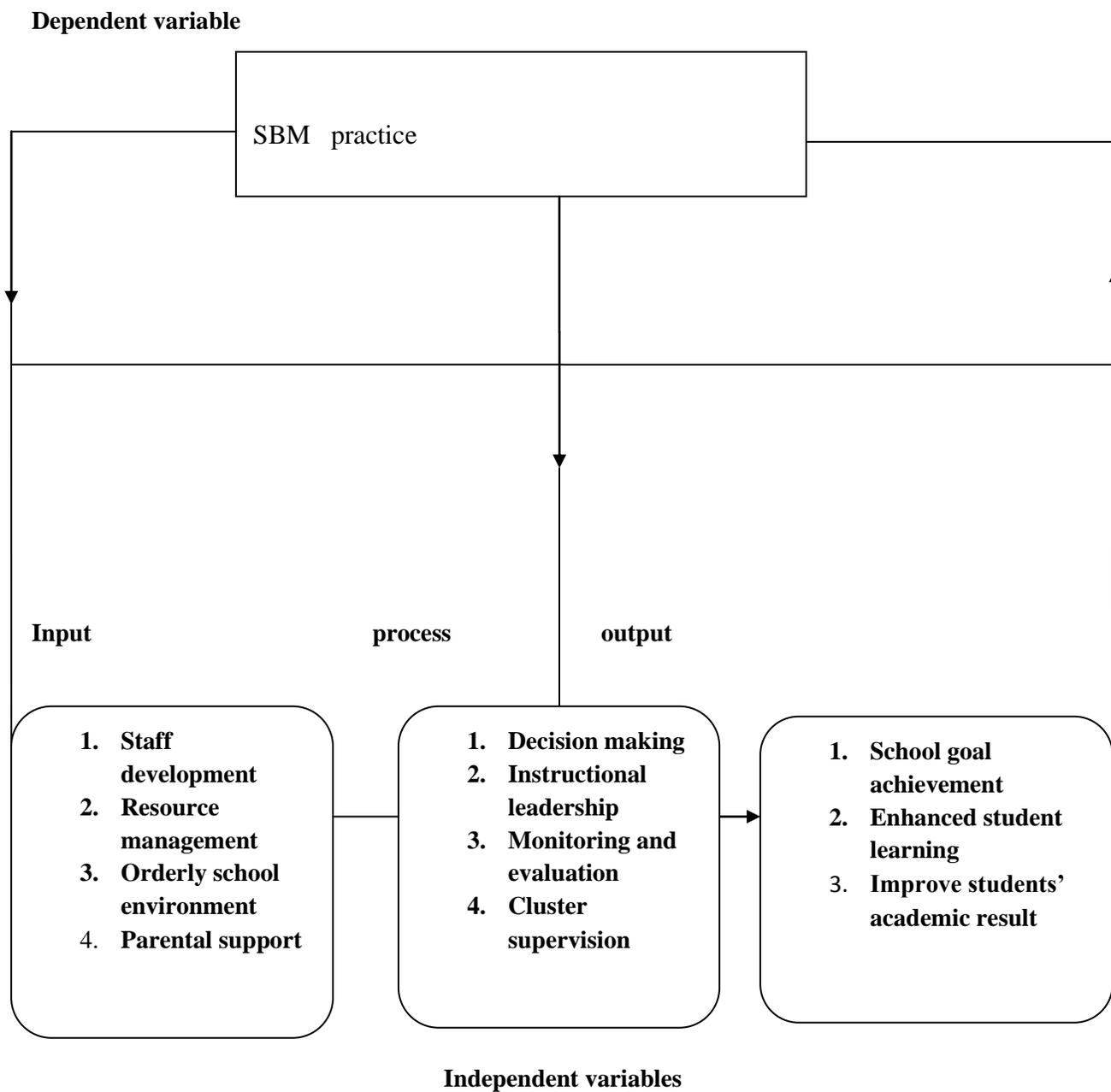


Figure 2.1 model of school based management

CHAPTER THREE

Research Design and Methodology

3.1 Design of the Study

According to Schumacher, (2001) a research design describes the procedure for conducting the study including when, how, for whom and in what conditions the data are obtained organized analyzed and interpreted. Furthermore, it is the plan or blue print to which data are collected to investigate the research questions in more economic manner (Huyscomen, 1995). Therefore, this is a survey study that was employed through mixed methods, allowing concurrent collection and analysis of quantitative and qualitative data in YemWoreda primary schools.

3.2 Method of the Study

Based on the nature of the problem as well as interest of the researcher there are quantitative, qualitative and mixed research methods of studies (Creswell, 2003). In quantitative research methods a research problems are investigated or manipulated through descriptive and inferential statistics to describe the trends, explain the relationship among variables and compare the groups or else to test the effect of existing theories (Creswell, 2012). In qualitative research methods a research problems are explored through gathering and analyzing the views or perspectives of individuals to develop detailed understanding of a central phenomenon so as to introduce theory (Creswell, 2012). A mixed methods research design is a procedure of collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011).

Thus, this study is conducted through a mixed method because such method ignores the weakness of studying the problem through either quantitative or qualitative method alone, and provides more comprehensive and convenient evidence for the study(Creswell, 2012). The procedure of this study was carried out through concurrent triangulation mixed method. Therefore in this study I had collected and analyzed both quantitative and qualitative data simultaneously then used the qualitative data to enrich and triangulate the result of quantitative observation (Miller and McKenna, 1998).

3.3 Data Sources of the Study

The data used in this study was all primary sources. These were key stockholders such as principals, supervisors, teachers, PTA and KETB committee members who are playing their role in SBM practices to address school effectiveness in Yem Woreda government owned primary schools. Additionally the written documents such as the schools' yearly performance reports, minutes' or agendas' of school committee meetings at different time in primary schools of the Woreda were necessarily used.

3.4 The Population of the Study

There are 41 primary schools which are grouped in to 9 cluster resource center schools in Yem Woreda. The total number of population (stake holders) who were working in these schools encompasses 459 teachers, 44 principals and vice principals, 9 cluster schools' supervisors, 287 PTA and 326 school board members.

But for this inquiry, because of economic and time constraint, four (44.44%) of clusters were randomly selected as target population from those nine cluster resource center schools in the woreda. These are Saja, Deri, Fofa and Somonama cluster resource centers (CRCs). The equal numbers of primary schools were distributed in each CRC. All CRCs contained five satellite primary schools. Thus for the purpose of this study three schools from each clusters and total of 12 primary schools were selected through simple random sampling method to be the part of the study.

Therefore, the target population of this study included 188 teachers, 15 principals and vice principals, 4 cluster resource center schools supervisors, 66 PTA and 96 school board members totally 369 participants who are playing their role on practice of SBM in these primary schools of Yem Special Woreda .

3.5 Sample and Sampling Techniques of the Study

Simple random sampling technique was employed to select 4 (44.44%) cluster resource centers out of 9 CRC schools in Yem Woreda government owned primary schools because this method provide equal chance for each CRCs to be a part of the study hence reduce the sampling bias in

terms of population element (Cohen et al., 2000). Total of 12 primary schools are also drawn from these CRC schools through stratified simple random sampling techniques. These schools were Fofa, Saja-Millinium, Deri-kidame, Asher, Keshelli, Shemo-Metello, Natisi, Angeri, Wengacho, Dibsa, Bonosir and Deri-Tegu primary schools.

Sampling procedure employed in selecting representative sample of teachers for the study from targeted teachers population were determined by using Yamane's sampling calculation formula (Yamane, 1967).

$$\text{i.e.: } n = N / (1 + N * (e)^2)$$

Where, n is sample size

N is population size

e is alpha value

The process of this study may intend to establish a confidence interval at 95% and alpha value at 0.05 and whose t-value is estimated at 1.96. This implication is to accept the error of the study to appear at 5% due to the variation errors from sampling elements instead of the population elements. The population size of teachers in this study was 188.

$$\text{Therefore } n = N / (1 + N * (e)^2) \quad n = 188 / (1 + 188 * (0.05)^2) = 188 / (1 + 188 * (.0025)) = 188 / 1.47 = 128$$

So out of 188 teachers included under this research as target population 128 (68.09%) of them were involved as respondent but the sample size from each individual school was determined by proportion. (i.e. $n_i = (N_i / N) n$: where, N is total population, N_i is population of each school, n is total sample size, n_i is sample size from each school).

In the other hand, the available sampling which allow all members to be the part of the study was employed because this technique provide convenient data from all key stake holders in practices of SBM in the selected primary schools. These stake holders were principals and vice principals, cluster supervisors, PTA and school board members who have a great deal of responsibility for practices of the concerned issue. Thus 15 principals and vice principals, 4 cluster supervisors, 66

PTA and 96 school board members from these 12 schools were selected with this technique. Finally, the sample size of this research is summarized under the following

Table 3.1 the sample size of the study

primary schools name	Teachers involved			principals and vice-principals involved		CRC supervisors		PTA involved		KETB involved	
	population	Proportion (%)	participates	population	Proportion (%)	population	Proportion (%)	population	Proportion (%)	population	Proportion (%)
Fofa	32	17%	22	2	100 %	1	100 %	7	100 %	8	100 %
Saja	36	19%	25	3	100 %	1	100 %	7	100 %	8	100 %
Asher	20	10%	13	1	100 %			5	100 %	8	100 %
Deri-Kedame	24	13%	16	1	100 %	1	100 %	7	100 %	8	100 %
Tegu	9	5%	6	1	100 %			5	100 %	8	100 %
Wengacho	9	5%	6	1	100 %			5	100 %	8	100 %
kesheli	11	6%	8	1	100 %	1	100 %	5	100 %	8	100 %
Dibsa	9	5%	6	1	100 %			5	100 %	8	100 %
Bonosir	9	5%	6	1	100 %			5	100 %	8	100 %
Natise	10	5%	7	1	100 %			5	100 %	8	100 %
Shemo-Metelo	10	5%	7	1	100 %			5	100 %	8	100 %
Angeri	9	5%	6	1	100 %			5	100 %	8	100 %
total	188	100%	128	15	100 %	4	100 %	66	100 %	96	100 %

3.6 Data Collecting Instruments of the Study

Since this survey study was carried out through mixed methods. The instruments used to gather the data included both quantitative and qualitative tools of measurements concurrently. Structured questionnaires answered with Likertscale, open ended questions, focus group discussion and document analysis were employed to conduct this study.

The Questionnaires

The structured questionnaires developed in English then translated to Amharic language and shall be responded with 5 Likert scale rates (i.e, strongly disagree, disagree, undecided, Agree, strongly agree) were provided for principals, supervisors, teachers, department heads and unit leaders who are selected to be the participant of the study in primary schools of YemWoreda. The questionnaires were translated to Amharic in order to avoid language inconsistency or ambiguity of some respondents. All these respondents were involved with the same type of well-developed valid and reliable questionnaires. According to authors questionnaires are important and widely used tools to obtain and analyze quantitative data and they are more appropriate instruments to access much more data from many respondents at a time and allow the respondent to express their idea freely and confidentially (Ravi parkash, 2005). That is why this study has used these tools as major instruments for the data investigation.

Open ended Questions

On the other hand, I had focused on gathering and analyzing qualitative data simultaneously to triangulate the quantitative findings. Therefore open ended questions developed in English and translated to Amharic language were concurrently provided for school principals, cluster supervisors and department heads. The translation of questions to local language might be primarily considered to minimize language inconsistency or ambiguity of some respondents so as to answer the questions properly.

Focus Group Discussion

Another qualitative procedure which I had employed was focus group discussion with PTA and school board members. Open ended questions which are constructed in English then converted to

Amharic were involved to these participants. The discussion with these groups of respondent was mainly held with local language since most of groups were not literate.

The Document Analysis

Furthermore, some real data from written documents such as the schools' yearly performance reports, minutes or agendas of school committee meetings regarding the practice of SBM and its implications to school effectiveness in primary schools of YemWoreda were collected through document analysis check lists developed in Amharic. Thus these data were analyzed and interpreted in words to triangulate the quantitative findings too.

3.7 Reliability and Validity of Instruments

Reliability is defined as the consistency of the methods, conditions, and results of the study (Manning & Munro 2006; Wiersma&Kurs2005; Pallant 2005; Best & Kahn, 1998). There are three common ways of testing reliability in quantitative research, namely, test-retest reliability, split-half reliability, and coefficient alpha (Creswell, 2012). The coefficient alpha (Cronbach's alpha) is used to determine the internal reliability of the instrument in this research. Munning& Munro (2006) and Pallant (2005) stated the coefficient alpha value ranges from 0 (no reliability) to 1 (perfect reliability). If the coefficient alpha value of instruments measured between 0.7-0.79, it is considered as "acceptable" reliability, the values from 0.80-0.89 indicate "good reliability", and above .90 represent "excellent" reliability (Munning& Munro, 2006). For the purpose of this study to ensure the reliability of instruments, I was carried out the pilot study in Somonama primary school of Yem Special Woredaand used Cronbach's alpha coefficient method to evaluate the reliability of the questionnaires. Thus the coefficient alpha value of variables from pilot test was examined in the following table.

Table3.2 the Cronbach's alpha value of variables

Variables	Cronbach's alpha
Staff Development	0.933
Decision Making process	0.977
Instructional Leadership	0.954
Resource management	0.977
Monitoring and Evaluation	0.988
Function of cluster Supervision	0.971
Students' Accademic Progress	0.979

As it had shown from the table coefficient alpha value of the variables measured from 0.933 to 0.994 indicated an excellent reliability of the overall instruments.

Validity refers the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected (Wallen&Fraenkel, 2001). An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed (Patten, 2004; Wallen&Fraenkel, 2001). Therefore to maintain the validity of instruments in this study I constructed clear and short statement questionnaires considering all the variables necessarily employed to determine the practice of SBM and its implications to school effectiveness in primary schools of YemWoreda. The comments and guiding of advisor and co-advisor was necessarily considered while developing the instruments. After all, the clarity and translation of the instruments to local languages was conducted by language teachers in secondary schools of YemWoreda. Additionally, I had made a review of related literature to access valid questionnaires regarding the variables of SBM from different journals.

3.8 Data Analysis and Interpretation

Quantitative data which are obtained from structured questionnaire was coded and processed using statistical package of social sciences (SPSS, 20.0) version. Analysis was made in quantitative descriptive and inferential statistics approach. The data which were collected from

different respondents could be categorized and grouped with frequency and then statistical tools were employed to analyze and interpret the finding of the study.

Generally percentages and frequency counts were used to analyze various characteristics of the respondents such as sex, age, qualification and service year. Whereas mean and standard deviation were applied to summarize set of numerical data collected by rating Likert scales questionnaires. Because this measurements provided good description of how members of a sample scored on particular measurements (Best and James, 2004).

After that inferential statistics was conducted using independent t-tests by making the group of respondents in to teachers and school leaders (i.e principals and vice principals, cluster supervisor, unit leaders and department heads) categories to determine the perception of respondents on the extent of SBM practices in primary schools of YemWoreda.

In other side qualitative data analysis from open ended questions were mixed in concurrent with discussion of quantitative inquiry examined from questionnaires. These qualitative observations were organized and interpreted in words to triangulate the quantitative findings simultaneously. Moreover, I carried out document analysis to observe some real information regarding the SBM practices from the schools' annual reports and agendas (minutes) of different meeting held at these primary schools. Focus group discussion on open ended questions was also held with PTA and school boards to explore challenges and solutions to be taken to enhance SBM practices in the primary schools.

3.9 Ethical Consideration

To access either quantitative or qualitative data in primary schools of Yem Special Woreda I held permission from institution review board of Jimma UniversityEdPM department and YemWoreda education office. I kept the participants' right and volunteerism to be the part of the study at the schools' site. The respondents who participated in the study were highly encouraged and respected for their voluntary contribution to this study as well. Finally it was my great responsibility in keeping the confidentiality of data obtained from respondents and used it for only academic purpose.

CHAPTER FOUR

Data Presentation and Analysis

This chapter deals with presentation, analysis and interpretation of the data collected from respondents. The data were presented in tables and analyzed through appropriate descriptive and inferential statistics as well as in qualitative methods. In the first part the characteristics of the respondents were examined in terms of category, sex, age, academic qualification and year of service (experience). The second section provided the presentation, analysis and interpretation of SBM practices. The third section dealt with presentation and discussion on implications to school effectiveness. Fourth section involved the result of FG discussion with school board and PTA committee. Finally, the last section indicated discussion on relationship between the SBM practices with implications to school effectiveness.

4.1 General Characteristics of Respondents

Table 4.1 Background of the Respondents

type	scale	School leaders		teachers	
		Frequency	%	Frequency	%
Respondents	principals	15	25%	87	100 %
	CRC supervisors	4	6.7%		
	Department Heads	26	43.3%		
	Unit leaders	15	25%		
	Total	60	100 %		
Sex	Male	46	76.7 %	57	65.5%
	Female	14	23.3 %	30	34.5%
	Total	60	100 %	87	100%
Age	< or = 20 years	-	-	5	5.8%
	21-30 years	23	38.3%	35	40.2%
	31-40 years	18	30.0%	19	21.8%
	Above 40 years	19	31.7%	28	32.2%
	Total	60	100%	87	100%
Qualification	Certificate	-	-	3	3.4%
	Diploma	44	73.3%	72	82.8%
	Degree	16	26.7%	12	13.8%
	Total	60	100%	87	100%
Experience	Bellow 5 years	4	6.7	15	17.2%
	5-10 years	24	40	28	32.2%
	11-15 years	7	11.7	18	20.7%
	above 15 years	25	41.7	26	29.9%
	Total	60	100	87	100%

Discussion 1 and its finding

As seen from table 2 above, 15(25%) principals, 4 (6.7%) CRC supervisors, 26(43.3%) department heads and 15 (25%) unit leaders were participated from school leaders' category and 87 (100%) respondents were involved under teachers' category. Of 60(100%) school leaders 46(76.7%) were male and only 14 (23.3%) were female which shows inadequate involvement of females in school based management practices.

In case of ages, majority 37(61.7%) participants in SBM practice were above the age of 31. Leaders having ages more than this may be considered as matured, tolerant and flexible to run leadership activities in organizations (Stogdill, 1974). The rest Participants 23(38.3%) were between 21-30, in practice I observed that these ages relay more on adolescent group, sensitive to change but lack tolerance to challenges so any bodies who are involved in SBM practices in primary schools of YemWoreda under this age group need coaching of their elders or supervision from top leaders.

Regarding the qualification, 44 (73.3%) in school leaders category were college diploma holders and the rest 16 (26.7%) were bachelor degree holders. The minimum qualification standard required for principals and CRC supervisor undergoing SBM practices in primary school is bachelor degree (MOE, 2006 E.C). But here there are some principals and supervisor at diploma level who are running the practices of SBM with inadequate qualification. The EFDR education and training policy also issued School leadership needs academic knowledge and managerial skills which are acquired through appropriate training (MOE, 1994). It is obvious that principals or CRCs supervisors lacking these skills unable to perform effective practices in primary schools. So, YemWoreda education office must give attentions to train the leaders with inadequate qualification.

In school leaders category 4(6.7%) participants have an experience of below 5 years, 24(40%) respondents have experienced between 5-10 years, 7(11.7%) have served from 11-15 years and the left 25(41.7%) have experienced above 15 years. The experience more than five years of service in teaching was expected to be school principal or CRCs supervisor as issued in guide

line of ministry of education (MOE, 2006). Thus the analysis of school leaders experience from the given table pointed that almost all participants in SBM practices in primary schools of YemWoredahave adequate experience.

4.2 The Extent of School Based Management Practices

In this section, the variables used for the purpose of this research regarding the school based management practice were briefly discussed. The perceptions of school leaders and teachers on six major variables in SBM practices were analyzed and interpreted. These are: (1) staff development, (2) decision making process, (3) instructional leadership, (4) resource management and utilization, (5) Monitoring and Evaluation process, and (6) Function of cluster supervision (7) The students' academic progress & (8) The schools' goal achievement. The presentation, analysis and interpretation of data were concurrently done both through quantitative and qualitative procedures as suggested by Tashakkori&Teddle (2003).

4.2.1 The Staff Development Practices

Staff development includes making academic department, delegation of responsibilities, provision of induction to new members, involvement of mentoring activities, process of continuous professional development, supplying short term trainings and reflection programs to all staff members as well as evaluating and monitoring the worth of the staff development programs as stated by National College for Teaching & Leadership (2015).Therefore these sub-variables are clearly examined under this major variable in the following table.

Table 4.2 the mean ratings of respondents regarding staff development

Variables	current position	Independent sample t-test					
		M	SD	t	df	sig.	mean difference
Teachers at the school are categorized in to academic department	School leaders	4.53	.68	-2.73	140.310	.007	-.338
	Teachers	4.2	.82				
	Total	4.33	.78				
Delegation of responsibility to teachers is based on their experience	School leaders	4.35	.66	-6.415	143.553	.000	-.913
	Teachers	3.44	1.06				
	Total	3.81	1.02				
The new staff members actively engage induction program at the school	School leaders	3.78	1.01	-2.009	130.376	.047	-.347
	Teachers	3.44	1.05				
	Total	3.58	1.05				
Experienced teachers are Coiled-up with Newly employed one as mentor	School leaders	3.7	.96	-7.101	141.215	.000	-1.263
	Teachers	2.44	1.19				
	Total	2.95	1.26				
All teachers at the school participate in CPD program	School leaders	3.95	1.06	-3.168	137.986	.002	-.605
	Teachers	3.34	1.24				
	Total	3.59	1.20				
The school involve different short term on job training and reflection programs for teachers	School leaders	3.00	1.01	-3.424	140.258	.001	-.632
	Teachers	2.37	1.22				
	Total	2.63	1.18				
The school evaluate and monitor the effect of different updating strategies on academic staff development	School leaders	3.02	1.00	-3.983	134.006	.000	-.695
	Teachers	2.32	1.09				
	Total	2.74	1.08				
Aggregate result (Staff Development)	School leaders	3.77	1.07	-4.424	141.282	.000	-.68711
	Teachers	3.04	1.27				
	Total	3.38	1.08				

Discussion 2and It’s Finding

According to Manoah et al. (2011), Mbugua (2012) and Githau (2013) the interpretation of research analysis through five Likert intervals rating scales using mean and standard deviation are generally stated. But for the purpose of this study mean result above 3.00 showed agreements and mean bellow 3.00 showed disagreements which implied the practice is weak or poor. Interpretation regarding standard deviation stated as the greater the value of standard deviation the higher the variation of responses from group of respondents. Additionally the level of significance and p-values were used to explain the perception of school leaders and teachers regarding the extent of SBM practices through independent t-test.

Thus, data analysis in table 4.2, item one indicated that regarding making academic departments in primary schools, both respondents agreed with mean rating of school leaders (M=4.53,SD=.68), teachers (M=4.2, SD=.82) and total (M=4.33, SD=.78). The interpretation about this item had revealed the adequate practice of this issue in the schools. In other side the independent t-test examined showed the p-value was significant at ($t=-2.73$, $df=140.31$ and $p.007 <.05$). So it could be concluded the perceptions of school leaders and teachers regarding making academic department in primary schools was statically different. Additionally, the qualitative data collected with open ended questions from school leaders in most primary schools provided teachers were grouped in to academic departments based on the their subject matter.

The analysis made in, item two of given table shown, school leaders with mean rating (M=4.35, SD=.66), teachers with mean(M=3.44, SD=1.06) and total mean (M=3.81, SD= 1.02) agreed up on delegation of responsibilities to teachers at primary schools was adequately practiced. The independent t-test examined showed the p-value was significant at ($t=-6.415$, $df=143.55$ and $p=.000 <.05$). Thus the perception of school leaders and teachers on delegation of responsibilities to teachers in the primary schools was statically different. Even qualitative data gathered with open ended questions also pointed delegation of responsibilities to teachers are based on their experience and the school makes discussion and reflection among staff members at least once in a month.

As the result of analysis in item three, group of school leaders' and teachers' respondents perceived mean rating of (M=3.78, SD=1.01) and (M=3.44, SD=1.05) respectively with total mean rating of (M=3.58, SD=1.05) agreed new staff members were actively engaged in induction program at the primary school. The independent t-test examined also indicated the p-value was significant at ($t=-2.009$, $df=130.38$ and $p=.047 <.05$). Therefore the school leaders and teachers are independently perceived the engagement of new staff members in induction program at primary schools was statically different. In contrary the qualitative data analysis with open ended questions from respondents shown the implementation of induction programs varies from school to school. So we can conclude that the practice of this activity in primary school was not consistent.

As the analysis seen from the fourth item, school leaders' with mean rating of (M=3.7, SD=.96) agreed experienced teachers are coiled up with new one as a mentor. In opposite teachers' with

mean rating ($M=2.44$, $SD=1.19$) and total mean rating of ($M=2.95$, $SD=1.26$) participants were revealed experienced teachers are Coiled-up with newly employed one as mentor. Thus the practice of this activity in primary schools is showing poor implementation. The independent t-test involved also pointed the p-value was significant at ($t=-7.101$, $df=141.22$ and $p=.000<.05$). So perception of school leaders and teachers on mentoring activities in primary school was statically different. The qualitative analysis with open ended questions from school leaders also indicated the mentoring activity in majority of primary schools is inadequate.

The analysis made in, item five from the given table pointed, school leaders' with mean rating of ($M=3.95$, $SD=1.06$), teachers' with mean ($M=3.34$, $SD=1.24$) and with total mean rating of ($M=3.59$, $SD=1.20$) of respondents agreed all teachers were participated in CPD programs at each primary schools. The independent t-test involved also shown the p-value was significant at ($t=-3.168$, $df=137.99$ and $p=.002<.05$). So the perception of school leaders and teachers regarding CPD practice in primary school was statically different. But the qualitative analyses from open ended questions involved the CPD practice in most primary schools lacks consistency and fluctuate from time to time.

As the analysis seen from the sixth item, the group of school leaders' and teachers' respondents respectively perceived with mean rating of ($M=3.00$, $SD=1.01$), ($M=2.37$, $SD=1.22$) and total mean rating with ($M=2.63$, $SD=1.18$) of respondents answered short term on job training and reflection programs for teachers in all primary schools were inadequate. The independent t-test examined also indicated the p-value was significant at ($t=-3.424$, $df=140.26$ and $p=.001<.05$). So we can suggest that perception of school leaders' and teachers' regarding provision of short term on job training and reflection activities for teachers in the primary schools was statically different. In other side the analyses from qualitative data in most primary schools involved the lack of culture of providing school based on job trainings in the schools, due to lack of skilled manpower and shortage material resources.

The analysis made in, item seven of given table shown, school leaders with mean rating ($M=3.02$ $SD=1.00$), teachers with mean ($M=2.32$ $SD=1.09$) and total mean ($M=2.74$ $SD=1.08$) disagreed up on the schools role in evaluating and monitoring the effect of short term on job training and reflection activities for teachers in the primary schools. The independent t-test examined showed

the p-value was significant at ($t=-3.983$, $df=134.01$ and $p=.000<.05$). Thus the perception of school leaders and teachers on the schools' role in evaluating and monitoring the effect of short term on job training and reflection activities in the primary schools was statically different.

Aggregate analysis in the above table indicated that regarding staff development in primary schools, both respondents agreed with mean rating of school leaders ($M=3.77$, $SD=1.07$), teachers ($M=3.04$, $SD=1.27$) and total mean ($M=3.38$, $SD=1.08$). The interpretation about this major variable had revealed the adequate practice of this issue in the schools. In other side the independent t-test examined on this issue showed the p-value was significant at ($t=-4.424$, $df=141.28$ and $p=.000<.05$). So it could be concluded the perceptions of school leaders and teachers regarding staff development in primary schools was statically different. Moreover, the analysis made from the school documents such as: Staff and departments agendas revealed there were frequent and functional meeting and discussion to carry out operational and annual plans in most primary schools. Major issues of their discussion were sharing duties to members of the staff, function of teaching-learning process, students' academic and disciplinary problems, school improvement program and practice of co-curricular activities.

Indeed, the analysis and interpretation of data under this section provided the following general findings. Categorizing teachers into academic departments, delegating responsibility to staff members based on experience and participation of all teachers in CPD program were conceived as adequate practice in primary schools .Whereas mentoring the new teachers, the engagement of newly employed teachers in induction program, providing different short term on job training as well as evaluating and monitoring the effect of this training programs in primary schools had at weak level of practice. Bahaskara R. and Ediger (2003) stated moral and motivation of school personal must be appraised continuously to develop and maintain teacher enthusiasm and purpose for teaching-learning be effective element in SBM. Therefore every concerned body in Yem Woreda primary schools must exert their maximum effort in enhancing the staff development to higher level in sense to achieve the desired school goals.

4.2.2 The Decision Making Process Practices

Educational experts affirm that the aims of SBM are to place maximum authority for educational planning, management of personnel and material resources in the schools with accountability

towards the creation of suitable environments in which stakeholders can participate and develop their schools (Anderson, 2006; Rodriguez & Slate, 2005). The SBM drastically reduce the power and authority of the bureaucrats by devolving power and authority as well as responsibility to school level, a genuine partnership should be the best choice of any decision-making procedures in a school (Gamage 1996). According to him the school council replaces the supreme power of bureaucrats and school leaders, enabling decision-making at the school in a collegial atmosphere. The school council replaces the absolute authority of the principal in decision-making that enables every school council member to have an equal opportunity to contribute to decisions which are relevant to the interests of the school.

Therefore, some of sub-variables discussed under this major issue were the stakeholders participation in school self-evaluation, developing common vision, mission, goals and values, identifying school priorities, creating consensus on school development plan, identifying whether the school plan enhance instructional process, examining if school board has leadership role in school practices and make over all decisions and determining the PTA committee has effectively providing advisory function for the board.

Table 4.3 the mean rating of respondents regarding decision making

Variables	current position	Independent sample t-test					
		M	SD	t	df	sig.	mean difference
Stake holders participated in school self-evaluation	School leaders	3.87	.89	-5.402	144.989	.000	-.970
	Teachers	2.90	1.29				
	Total	3.29	1.23				
Stake holders participated in developing common vision, mission, goals and values of the school	School leaders	3.78	.90	-4.394	144.951	.000	-.795
	Teachers	2.99	1.29				
	Total	3.31	1.21				
Stake holders engaged in identifying school priorities	School leaders	3.75	1.02	-6.614	139.175	.000	-1.221
	Teachers	2.53	1.21				
	Total	3.03	1.28				
Stake holders communicate and create consensus on school development plan	School leaders	3.87	.79	-6.584	142.327	.000	-1.154
	Teachers	2.71	1.33				
	Total	3.18	1.27				
The school development plan enhanced instructional process	School leaders	4.25	.70	-12.315	143.826	.000	-1.859
	Teachers	2.39	1.12				
	Total	3.15	1.34				
school board has leadership role in school practices and make over all decisions	School leaders	3.5	.95	-6.168	142.438	.000	-1.098
	Teachers	2.4	1.21				
	Total	2.85	1.23				
the PTA committee has effectively providing advisory function for the board	School leaders	3.23	1.05	-4.130	137.534	.000	-.774
	Teachers	2.46	1.21				
	Total	2.78	1.20				
Aggregate result (Decision Making process)	School leaders	3.75	.85	-6.641	144.874	.000	-1.12438
	Teachers	2.63	1.20				
	Total	3.08	1.20				

Discussion2 and It's Finding

Data analysis in table 4, item one indicated regarding Stake holders participation in school self-evaluation in primary schools, both respondents agreed with mean rating of school leaders (M=3.87 SD=.89), teachers (M=2.90 SD=1.29) and total mean (M=3.29 SD=1.23). The discussion about this variable revealed the adequate practice of the issue in the schools. In other

side the independent t-test examined on this issue showed the p-value was significant at ($t=-5.402, df=144.99$ and $p=.000<.05$). So it could be concluded the perceptions of school leaders and teachers on stake holders' participation in school self-evaluation was statically different. In addition data explored from school leaders with open ended question from most primary schools involved the stakeholders were participating in school self-evaluation.

The analysis made in item two from the given table shown, mean ($M=3.7$ $SD=8.90$) of school leaders, mean ($M=2.99$ $SD=1.29$) of teachers and total mean ($M=3.31$ $SD=1.21$) from both respondents agreed, Stake holders participation in developing common vision, mission, goals and values in primary schools was relatively at adequate level practice. The independent t-test examined showed the p-value was significant at ($t=-3.983, df=134.01$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding stake holders' participation in developing common vision, mission, goals and values in primary schools was statically different. But the result of qualitative discussion from school leaders with open ended question revealed the participation of stake holders in developing common vision, mission and goals of the school's is at poor level practice.

As the analysis seen from the third item, school leaders' with mean rating of ($M=3.75, SD=1.02$) agreed stake holders were engaged in identifying school priorities. In other side teachers' with mean rating ($M=2.53, SD=1.21$) and total mean rating of ($M=3.03, SD=1.28$) participants revealed stake holders engagement in identifying school priorities is almost at poor level practice in the primary schools. The independent t-test examined also indicated the p-value was significant at ($t=-6.614, df=139.18$ and $p=.000<.05$). So the perception of school leaders and teachers on stakeholders' engagement in identifying school priorities was statically different. The same result is also explored from discussion of open ended questions provided for school leaders during the analysis. Therefore qualitative discussions indicated the participation of stakeholders' in identifying school priorities in majority of primary schools was inadequate.

As the analysis seen from the fourth item, group of school leaders' and teachers' respondents perceived with mean rating of ($M=3.87, SD=.79$), ($M=2.71, SD=1.33$) respectively and total mean rating ($M=3.18, SD=1.27$) of participant answered stake holders communicate and create consensus on school development plan in primary schools. Here the mean rating from school leaders shows positive result. Whereas, the response from teachers pointed the stakeholders

communication and consensus on school development plan was inadequately practiced. The independent t-test examined also explained the p-value was significant at ($t=-6.584, df=142.33$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding stake holders' communication and consensus on school development plan was statically different. In addition the data explored from school leaders with open ended questions revealed the schools call meetings of the whole school community twice a year and propose priorities and plans to make consensus with the community. But the problem is that participation of school community is not effective in most primary schools because a few members of community are coming to these school meetings.

The analysis made in item five from the given table directed, mean rating ($M=4.25, SD=.70$) of school leaders, mean rating ($M=2.39, SD=1.12$) of teachers and total mean rating ($M=3.15, SD=1.34$) of respondents revealed the school development plan enhanced instructional process in primary schools. From discussion of this item the mean rating from school leaders had shown positive agreement or result. But the mean rating from teachers indicate extremely poor practice of the issue. Teachers are key practitioners of instructional process in the schools therefore such very high mean rating difference from the school leaders could pointed me to come on conclusion that the school development plan are not adequately enhancing instructional activities. The independent t-test examined also pointed the p-value was significant at ($t=-12.32, df=143.83$ and $p=.000<.05$). So the perception of school leaders and teachers regarding school's development plan in enhancing instructional process at the primary schools was statically different.

The analysis made in item six from the given table shown, mean rating ($M=3.5, SD=.95$) of school leaders agreed school board has leadership role in school practices and make over all decisions in primary schools. In contrary mean rating with ($M=2.4, SD=1.21$) of teachers and total mean rating ($M=2.85, SD=1.23$) of respondents perceived the school boards' leadership role in school practices and making over all decisions in primary schools was not adequately practical. The independent t-test examined also showed the p-value was significant at ($t=-6.168, df=142.44$ and $p=.000<.05$). So the perception of school leaders and teachers regarding the function of school board was statically different. The qualitative data explored also pointed that the school board has leadership role in school practices and make over all decisions in primary

schools in line with education policy suggested by ministry of education MOE (1994). However, most of the time the school board members can be over burdened with different meetings and public issues which enforces the school management not to make urgent decisions while waiting for the board members.

The analysis seen from the seventh item indicated, mean rating ($M=3.5$, $SD=.95$) of school leaders agreed the PTA committee has effectively providing advisory function for the school board in primary schools. Whereas mean rating with ($M=2.46$, $SD=1.21$) of teachers and total mean rating ($M=2.78$, $SD=1.20$) of respondents perceived the PTA committee has not adequately providing advisory function for the school board in primary schools. The independent t-test examined also explained the p-value was significant at ($t=-4.130$, $df=137.53$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding the function of PTA committees in primary schools was statically different. As data explored from school leaders in some schools the PTA committees frequently follow the school activities and provide advisory function. But in some other schools the function of this committees are inconsistent.

The Aggregate analysis indicated that, mean rating ($M=3.75$, $SD=.85$) of school leaders agreed decision making process is participatory and adequately practical in the primary schools. In other side mean rating ($M=2.63$, $SD=1.20$) of teachers and total mean rating ($M=3.08$, $SD=1.20$) of participants responded the decision making process was not effectively participatory practical in primary schools of YemWoreda. The independent t-test examined also explained the p-value was significant at ($t=-6.64$, $df=144.87$ and $p=.000<.05$). So the perception of school leaders and teachers regarding decision-making process in primary schools was statically different. Additionally, analysis explored from FG discussion with KETB and PTA committee revealed discussions and decision making process of school board member in most primary school is not consistent. Even in some schools both school board and PTA members discussion is compiled together which lead to problem in duties delegation. Relatively in most schools the meeting and functionality of PTA committees is better than the school boards. In more than average primary schools the participation of school community discussion are not adequate.

Finally, the analysis and interpretation on this major variable provided the following finding. According to World Bank report presented at 2004, placing education resources, decision-making authority responsibility and accountability closer to the beneficiary is one of the

approaches for school improvement to ensure enhanced students learning outcomes (World Bank 2003). Attaining this objective necessitated performing participatory decision making process at school site through effective SBM practice in Ethiopia (MOE, 1994). However, as the result of discussion in above sections, the practices of all sub-issues under participatory decision-making process in YemWoreda primary schools were almost at poor level of practice except involvement of stakeholders in school self-evaluation. Hanushek (2002) stated Educational leadership enhances school administrators the tools and the responsibility to effectively lead the school. So school leadership members in primary schools of YemWoreda should try to contribute their role in undergoing participatory decision making in all schools.

4.2.3 The Instructional Leadership Practices

The school based management involves the schools to adapt external and internal environment and should enhance environmental analysis, systematic planning, appropriate staffing and directing, constructive evaluation, leadership and participatory decision-making (Botha 2011). Instructional leaders develop and communicate vision, mission, goals and values of the school to teachers, parents, and students inspiring their commitment toward shared objective Sammons, Hillman, and Mortimore (1995). Instructional leaders articulate collaboration among the school staffs and effectively put the school missions in to practice to attain the desired goals (Lezotte 2001).

Thus, some of sub-variables discussed under this major issue were the effect of school vision, mission, goals and values over the class room instruction, provision of different support techniques for students' learning, development of secular and safe school environment for students learning, consistent evaluation and monitoring of teaching-learning, Principals' class room instructional supervisory practice, the practice of in built supervision by head teachers, Principals' role and teachers engagement in curriculum evaluation was briefly discussed in the schools as follow.

Table 4.4 the mean rating of respondents regarding instructional leadership

Variables	current position	Independent sample t-test					
		M	SD	t	df	sig.	mean difference
The school vision, mission, goals and values have direct effect in class room instruction	School leaders	4.13	.85	-6.116	143.717	.000	-1.122
	Teachers	3.01	1.37				
	Total	3.47	1.31				
The school involves different support systems for students' learning in the class room	School leaders	3.93	.84	-6.130	144.651	.000	-1.014
	Teachers	2.92	1.16				
	Total	3.33	1.16				
The school is secular and save for all students' class room instruction	School leaders	4.3	.81	-3.485	142.526	.001	-.530
	Teachers	3.77	1.03				
	Total	3.99	.98				
The school consistently evaluate and monitor the implementation of teaching-learning process	School leaders	3.97	.86	-8.255	143.828	.000	-1.369
	Teachers	2.60	1.15				
	Total	3.16	1.24				
Principals at the school periodically conduct instructional supervision for teachers	School leaders	3.78	.92	-8.270	138.069	.000	-1.370
	Teachers	2.41	1.07				
	Total	2.97	1.22				
Head (experienced) teachers regularly carryout in built supervision and provide professional support for teachers	School leaders	3.85	.88	-5.999	145.000	.000	-1.068
	Teachers	2.78	1.28				
	Total	3.22	1.25				
Principals facilitate and monitor the curriculum evaluation at the school	School leaders	3.57	.93	-6.503	142.985	.000	-1.141
	Teachers	2.43	1.20				
	Total	2.89	1.23				
Teachers conduct curriculum evaluation on their corresponding subject and make consensus	School leaders	3.77	.79	-8.594	144.986	.000	-1.364
	Teachers	2.4	1.14				
	Total	2.78	1.20				
Aggregate result (Instructional Leadership Process)	School leaders	3.91	.81	-7.020	144.639	.000	-1.12227
	Teachers	2.79	1.12				
	Total	3.25	1.15				

Discussion 3 and It's Finding

The data analysis in table 4.4, item one indicated regarding the effect of schools' vision, mission, goals and values in classroom instructional process at primary schools, both respondents agreed with mean rating of school leaders (M=4.13, SD= .85), teachers (M=3.01, SD=1.37) and all together mean rating (M=3.47, SD= 1.31). The discussion about this item showed the adequate implementation of the issue in the schools. The independent t-test examined also explained the p-value was significant at ($t=-6.116$, $df=143.72$ and $p=.000<.05$). So the perception of school leaders and teachers on the effect of schools' vision, mission, goals and values towards classroom instructional process in primary schools was statically different. Additionally, qualitative data explored from school leaders indicated the schools' vision, mission, goals and values have direct relation in classroom teaching learning practice this result correlates with idea of Sammons et al. (1995). He suggested that Shared vision and mission creates cooperation and collaboration between principal and teachers and among teachers thus lead to goal achievement.

The analysis made in item two from the given table shown, mean rating (M=3.93, SD=.84) of school leaders, mean rating (M=2.92, SD= 1.16) of teachers and total mean (M=3.33, SD=1.16) from both respondents revealed the school involves different support systems for students' learning. The discussion from school leaders' response showed the adequate practice of the issue in the schools. Whereas the analysis from teachers' response indicated provision of different support systems for students learning was at poor level of practice. The independent t-test examined also justified the p-value was significant at ($t=-6.130$, $df=144.65$ and $p=.000<.05$). So the perception of school leaders and teachers regarding the provision of different support techniques for students' learning in the schools was statically different. Beside this qualitative data involved from school leaders discussion revealed the school leaders especially principals and department heads almost in all schools give high concern in curriculum implementation. They also pay more focus in process of active teaching-learning approaches. Provision of cooperative learning procedure by making students in to a group of 1 to 5 is also one of currently wide spread practice in most primary schools. Moreover the school leaders develop and monitor some tutorial programs to support students who have low achievement.

The analysis in, item three indicated regarding development of secular and save school environment for students learning, both respondents agreed with mean rating of school leaders

(M=4.3 SD= .81), teachers (M=3.77,SD=1.03) and all together mean rating (M=3.99, SD .98). The interpretation of this issue indicated all school are secular and save for students' class room instruction. The independent t-test examined also pointed the p-value was significant at ($t=-3.485$, $df=142.53$ and $p=.001<.05$). Thus the perception of school leaders and teachers regarding the development of secular and save school environment for students' learning at the schools was statically different.

As the analysis seen from the fourth, item group of school leaders' and teachers' respectively perceived mean of (M=3.97 SD=.86) and (M= 2.60 SD=1.15) with total mean (M=3.16 SD=1.24) respondents revealed the school consistently evaluate and monitor the implementation of teaching-learning process. The discussion of this item from mean rating of school leaders suggested adequate practice. Whereas analysis from teachers' responses indicated the implementation of this activity was not consistent in the schools. The independent t-test examined also showed the p-value was significant at ($t=-8.26$, $df= 143.83$ and $p=.001<.05$). Thus the perception of school leaders and teachers regarding the evaluation and monitoring of teaching-learning processes at the schools was statically different. The data explored from school leaders with open ended questions and document analysis from primary schools involved principals and department heads almost in all schools give high concern in classroom teaching learning process.

The analysis made in, item five from the given table pointed mean rating (M=3.78, SD=.92) of school leaders,(M=2.41, SD=1.07) of teachers and total mean (M=2.97, SD=1.22) from both respondents revealed Principals at the school conduct instructional supervision for teachers. The interpretation this item from mean rating of school leaders' involved adequate level of practice. In other side mean rating from teachers and total response directed the implementation of this issue was inconsistent. The independent t-test examined also justified the p-value was significant at ($t=-8.27$, $df=138.07$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding the Principals' instructional supervisory practice for teachers at the schools was statically different. Even the qualitative data explored from school leaders also pointed; there is lack of process of consistent classroom supervision by principals in average schools.

As the analysis seen from the sixth item, group of school leaders' and teachers' respectively perceived mean rating of (M=3.85 SD=.88),(M=2.78, SD=1.28) and total mean (M=3.22,

SD=1.25) were answered head (experienced) teachers regularly carry out in built supervision and provide professional support for teachers in primary schools. The interpretation from teachers' category of mean rating involved poor practice regarded issue. But, the analysis based on mean rating of school leaders' and total respondents suggested the presence of adequate practice in the primary schools. The independent t-test examined also explained the p-value was significant at ($t=-5.99$, $df=145.000$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding the practice of in built supervision by head teachers at the schools was statically different. Data explored from school leaders also directed the practice of teachers' collegial or inbuilt supervision in class room teaching-learning is genuinely functional in majority of primary schools.

The analysis seen from the seventh, item group of school leaders' and teachers' respectively perceived mean rating of ($M=3.57$, $SD=.93$), ($M=2.43$, $SD=1.20$) and total mean ($M=2.89$, $SD=1.23$) answered principals facilitate and monitor the curriculum evaluation at the school. The discussion of this item from mean rating of school leaders' observed as adequate level implementation. Whereas mean rating from teachers' and total response indicated inadequate practice of the issue. The independent t-test examined also indicated the p-value was significant at ($t=-6.50$, $df=142.99$ and $p=.000<.05$). Thus the perception of school leaders and teachers regarding the Principals' role on curriculum evaluation at the schools was statically different.

The analysis seen from the eighth item, group of school leaders' and teachers' respectively perceived mean rating of ($M=3.77$ $SD=.79$), ($M=2.4$, $SD=1.14$) with total mean ($M=2.78$, $SD=1.20$) justified teachers conduct curriculum evaluation on their corresponding subject and make consensus with one another. The interpretation of this item from the mean rating of school leaders' response involved adequate practice of the issue. Whereas mean rating from teachers' and total responses indicated the poor level of practice. The independent t-test examined also pointed the p-value was significant at ($t=-8.59$, $df= 144.97$ $p=.000<.05$). So the perception of school leaders and teachers regarding the Principals' role on curriculum evaluation at the schools was statically different. Moreover, data observed from qualitative discussion revealed evaluation of curriculum materials both by school leaders and teachers are not performed adequately in most primary schools.

The aggregate analysis from the above table indicated regarding instructional leadership both, respondents agreed with mean rating ($M=3.91$, $SD=.81$) of school leaders, ($M=2.79$, $SD=1.12$) of teachers and total mean ($M=3.25$, $SD=1.15$). The discussion from this issue finally revealed the instructional leadership process in YemWoreda was adequately practical. The final independent t-test examined also explained the p-value was significant at ($t=-7.020$, $df=144.64$ and $p=.000<.05$). So the perception of school leaders and teachers on practice of the instructional leadership at the schools was statically different. Additionally, document analysis made on school's curriculum committee Agendas and minutes indicated that in most primary schools the meetings and discussions are frequent and genuine. Major issues of their discussion are practice of teaching learning process, organization and sharing of duties in departments, co-curricular activities, evaluation of the schools' mid-year or annual performance report, students' academic and disciplinary problems, school improvement program and the role of parents in students' achievement.

Indeed, the analysis and interpretation of data under this section provided the following general findings. The effect of school vision, mission, goals and values over the class room instruction, provision of different support techniques for students' learning, provision of consistent evaluation and monitoring in teaching-learning, developing secular and save school environment for students learning and the practice of in built supervision by head teachers in the primary schools were adequately practical. In contrary the Principals' role and teachers engagement in curriculum evaluation as well as Principals' class room supervisory practice was examined at poor level of implementation. Hattie (2012) said accomplishing the maximum impact on student learning depends on team work of teachers this assumption informs the YemWoreda primary school leaders to play more attention on instructional leadership.

4.2.4 The School Resource Management Practices

One of the advantages of involving stakeholders in school based management is that it creates a greater sense of ownership, morale and commitment among the communities in utilizing school resources (Dunne et al., 2007). These scholars affirmed decisions that are made at local level are arguably more responsive to specific issues related to school contexts. An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Naidoo, 2005). In Ghana, for example, school based management empowered communities to mobilize resources and enhanced the efficiency of school management and accountability (Dunne et al., 2007).

Thus, the involvement of parents, teachers, local councilors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement (De-Grauwe et al., 2011). Moreover, SBM motivates parents to show greater interest in their children's education (Dunne et al., 2007). Focus on practice of school-based management through devolution of education decision-making to school level in addressing effective and efficient resources mobilization and management, enhance to obtain general education goals MOE (2006).

Therefore, some of sub-variables discussed under this major issue were identification and prioritization of urgent physical and material resource, development of physical and material resource plan and its corresponding financial estimation, communication and consensus of the school-community in allocation of financial or material inputs, the participation of school community in setting the school priorities, the involvement of school-community in allocation of resources to exercise the school plans, utilization of resources allocated to school priorities, the internal transparency systems employed in utilization of school resources and external audit regarding resources utilization was briefly discussed in the schools as follow.

Table 4.5 the means rating of respondents regarding resource management

Variables	Current position	Independent sample t-test					
		M	SD	t	df	sig.	mean difference
The list of urgent physical and material resource problems are identified and prioritized at the school	School leaders	3.92	1.01	-4.619	142.710	.000	-.882
	Teachers	3.03	1.29				
	Total	3.39	1.26				
The school has developed the necessary physical and material resource plan and its corresponding financial estimation	School leaders	3.43	1.02	-2.466	142.128	.015	-.468
	Teachers	2.97	1.28				
	Total	3.16	1.20				
The school communicate with the whole school-community and make consensus to allocate financial or material inputs	School leaders	3.68	0.89	-5.771	141.820	.000	-.959
	Teachers	2.72	1.12				
	Total	3.12	1.13				
The school community actively participate in setting priorities and development plan	School leaders	3.7	1.05	-7.211	128.325	.000	-1.275
	Teachers	2.43	1.06				
	Total	2.95	1.23				
The school-community involve financial or material resource to exercise the school plan	School leaders	3.48	.97	-6.095	138.255	.000	-1.058
	Teachers	2.43	1.13				
	Total	2.86	1.18				
The school has efficiently utilized financial or material resource allocated to its priorities	School leaders	3.93	.82	-5.123	144.686	.000	-.876
	Teachers	3.06	1.25				
	Total	3.41	1.18				
The school has internal transparency and accountability systems in utilization of school resource	School leaders	3.29	1.03	-6.403	131.768	.000	-1.135
	Teachers	2.78	1.09				
	Total	3.24	1.20				
The school has involved external audit regarding material and financial resource utilization	School leaders	3.58	.96	-6.500	140.419	.000	-1.147
	Teachers	2.44	1.17				
	Total	2.9	1.22				
Aggregate result (Resource management and utilization)	School leaders	3.71	.92	-5.715	140.987	.000	-.97493
	Teachers	2.73	1.14				
	Total	3.13	1.16				

Discussion 4 and It's Finding

data analysis in table 4.5 item one indicated regarding identifying and prioritizing the list of urgent physical and material resources both, respondents agreed with mean rating ($M=3.92$, $SD=1.01$) of school leaders, ($M=3.03$, $SD=1.29$) of teachers and total mean ($M=3.39$, $SD=1.26$). The discussion of this issue provided identification and prioritization of the necessary physical and material resource in primary school was effectively practical. The independent t-test examined also explained the p-value was significant at ($t=-4.62$, $df=142.71$ and $p=.000<.05$). So the perception of school leaders and teachers on identification and prioritization of necessary resources in the schools was statically different.

The analysis made in item two from the given table shown, the school leaders with mean rating ($M=3.43$, $SD=1.02$), teachers ($M=2.97$, $SD= 1.28$) and total mean ($M=3.16$, $SD=1.29$) responded, the development of necessary physical and material resource plan and its corresponding financial estimation in the primary schools. The mean rating analysis from teachers' response provided weak practice of the issue. Whereas the mean rating from school leaders and total response indicated developing the necessary material resource plans in primary schools was effectively conducted. The independent t-test examined also justified the p-value was significant at ($t=-2.47$, $df=142.13$ and $p=.015 <.05$). So the perception of school leaders and teachers in developing the necessary material resource plans in the schools was statically different. Beside this the data explored from open ended questions indicated the schools principals properly identify and prioritize the necessary resources then develop operational and developmental resource plans.

The analysis in case of item three, school leaders with mean rating of ($M=3.68$, $SD=.89$), teachers ($M=2.72$, $SD=1.12$) and with total mean ($M=3.12$, $SD=1.13$) perceived the school communicate with whole school-community and make consensus to allocate financial or material inputs. The data analysis from teachers mean rating indicated the practice of the issue was not consistent. But the discussion from school leaders and total response revealed the implementation of this activity was adequate. The independent t-test examined also showed the p-value was significant at ($t=-5.77$, $df=141.82$ and $p=.000<.05$). So the perception of school leaders and teachers in making consensus with school community to allocate financial or material inputs at the schools was statically different. Data discussed from qualitative analysis from school leaders through open

ended questions provided the school management call the school-community to discuss on allocation of resources in most schools but the problem is the mobilization of the community is not as effective as expected.

The analysis seen from, the fourth item, the school leaders' and teachers' with mean rating of (M=3.7, SD=1.05), (M=2.43, SD=1.06) and with total mean (M=2.95, SD=1.23) respectively perceived the school community actively participate in setting the school priorities and development plans. The discussion from mean rating of school leaders' suggested the practice of this issue was adequate at the schools. But the analysis from teachers and total response revealed the school community was poorly participating in setting school development plans. The independent t-test examined also indicated the p-value was significant at ($t=-7.21$, $df=128.33$ and $p=.000<.05$). So it can be concluded that the perception of school leaders and teachers in the regard of communities' participation in setting the schools' priorities and development plans at the primary schools was statically different.

The analysis from, item five directed school leaders with mean rating of (M=3.48, SD=.97), teachers (M=2.43, SD=1.13) and total mean rating (M=2.86, SD=1.18) of respondents revealed the school-community involve financial or material resource to exercise the school plan. The discussion from mean rating of school leaders indicated the practice of the issue was adequate. Whereas the analysis from teachers and total response pointed the implementation of this activity was at low level. Interpretation of this item from mean score examined at moderate level practice. Even though the interpretation of the item indicated moderate result the standard deviation and coefficient of variation have shown highest rate of variation among scored values, pointed the involvement of school-community in allocation of resources to exercise the school plans was at low level. The independent t-test examined also explained the p-value was significant at ($t=-6.09$, $df=138.26$ and $p=.000<.05$). One can suggest that the perception of school leaders and teachers in the regard of communities' contribution in allocation of resources in the primary schools was statically different. Data explored from qualitative data and document analysis from primary schools showed the communities in different schools decide to contribute financial support for their respective schools. Based, on the schools' context the results of contribution range from birr 20 to 100 birr. But in some other schools the community contribution was null.

The analysis from, item sixth indicated regarding efficient utilization of financial or material resource allocated both, respondents agreed with mean rating ($M=3.93$, $SD=.82$) of school leaders, ($M=3.06$, $SD=1.25$) of teachers and with total mean rating ($M=3.41$ $SD=1.18$). The discussion from this item revealed financial or material resources allocated were efficiently utilized. The independent t-test examined also indicated the p-value was significant at ($t=-5.123$, $df=144.69$ and $p=.000<.05$). So the perception of school leaders and teachers on the regard of resource utilization in the schools was statically different. Additionally, the qualitative data explored from FG discussion pointed the school principals develop action plans to use budgets to most urgent priorities. The school board dices and approve on allocation of budget in line with a mandate involved for them as stated in education policy document by ministry of education MOE (1994). The school informs the allocated budgets to school community through public meetings and putting it on announcement boards.

The analysis from, item seven directed school leaders with mean rating of ($M=3.29$, $SD=1.03$), teachers ($M=2.78$, $SD=1.09$) and with total mean rating ($M=3.24$, $SD=1.20$) were stated the school has internal transparency and accountability systems in utilization of resources. The analysis of this item from mean rating of school leaders' and total response provided adequate level of practice. But the discussion from mean rating of teachers' response revealed the implementation of this issue was inadequate. The independent t-test examined also justified the p-value was significant at ($t=-6.40$, $df=131.77$ and $p=.000<.05$). So the perception of school leaders and teachers regarding the schools' ability in developing internal transparency and accountability techniques in the primary schools was statically different. Qualitative data discussed from open ended questions and document analysis from primary schools revealed. At the end of academic years all schools provide their budget utilization report for finance and economic development sector. They also provide this report to the school community and for education office too. Additionally, some schools also conduct their yearly resources inventories to manage their inputs.

The analysis seen from the eighth item, group of school leaders' and teachers' respectively perceived mean rating of ($M=3.58$, $SD=.96$), ($M=2.44$, $SD=1.17$) and with total mean ($M=2.9$, $SD=1.22$) forwarded the school has involved external audit regarding material and financial resource utilization. The discussion from teachers and total mean rating response indicated the

involvement external audit regarding resource utilization was at poor level of practice. The independent t-test examined also directed the p-value was significant at ($t=-6.500$, $df=140.42$ and $p=.000<.05$). So the perception of school leaders and teachers regarding the involvement of external audit in schools' resource utilization and management at the primary schools was statically different. Beside this data observed from document analysis indicated the provision of external audit in majority of primary school is not practical.

The aggregate analysis indicated the school leaders with mean rating of ($M=3.71$, $SD=.92$), teachers ($M=2.73$, $SD=1.14$) and total mean ($M=3.13$, $SD=1.16$) of participants were responded to resource management process at primary school of YemWoreda. The discussion from mean rating of school leaders and total response indicated resource management and utilization in schools were adequately practiced. Whereas analysis from teachers' response examined the practice of the issue in the primary school was at weak level of practice. Even the independent t-test examined also justified the p-value was significant at ($t=-5.72$, $df=140.99$ and $p=.000<.05$). So the perception of school leaders and teachers regarding the resource management and utilization in the primary schools was statically different. In addition the data explored from financial resource management documents in schools indicated the schools have full autonomy in using their internal resource and budgets allocated from government concerning on the school's particular needs. Majority of primary schools use different techniques of announcing the school communities regarding utilization and management of allocated resource.

Finally, the analysis and interpretation of data under this section provided the following general findings. The identification and prioritization of urgent physical and material resource, development of physical and material resource plan and its corresponding financial estimation, utilization of resources allocated to school priorities and the internal transparency techniques employed in utilization of school resources were at genuinely practiced in primary schools. These results moderately associate with Cheng Cheong (1996) view of decentralized budgeting may provide an important condition for schools to use resources effectively according to their own characteristics and needs to solve problems in time and pursue their own goals.

Whereas the participation of school community in setting the school priorities, the involvement of school-community in allocation of resources to exercise the school plans and engagement of external audit to examine resources utilization were at inadequate level of implementation. This

contradicts the concern of World Bank report presented at 2004, placing education resources, decision-making authority responsibility and accountability closer to the beneficiary is one of the approaches for school improvement to ensure enhanced students learning outcomes (World Bank 2003). Therefore, the resource management practice in primary schools of YemWoreda needs more attention of concerned bodies.

4.2.5 The Monitoring and Evaluation Process Practices

Monitoring is a systematic process of gathering information to determine whether the school goals are being met Bodnar B. (1992). Bondar suggested monitoring helps deciding to continue the use of particular program or to modify it in senses to bring improvement. Monitoring is ongoing assessment of projects continuously as it strives to make appropriate improvement (Rutter et al. 1979 and Goodland 1984). Monitoring help school leaders keep progress under review and take supportive action when it is needed Coleman and Glover (2010). According to these authors review is undertaken at the end of the year and aims at recognize achievements and identify area for improvement. IN other side evaluation is also a systematic process begin during context of goal setting and priority establishment of large planning which are then followed by focus on improvement of particular practice De Rocher(1981). Evaluation serves the purpose of accountability and school improvement too (Bush and Bell, 2003).

The monitoring and evaluation process in school as a learning organization promotes learning culture and support in developing critical reflection among school staff in changing the school operations to obtain desired goals (Department of Education, South Africa, 2008). Staff meetings should focus as much on key learning and teaching issues as they do on administrative and academic matters distinguished (Watt, 2001).

Thus, some of sub-variables discussed under this major issue were the appropriate tools (check-lists) used to monitor the school operations, provision of frequent monitoring over the school operations(plans), supplying periodic feedback for stakeholders who are working in the school, corrective measures taken on poor performance in primary schools, the provision of quarter, mid or annual school performance evaluation and course of action taken and the participation of stakeholders in school's performance evaluation process and enhancing their commitment to take measures on poor performance was briefly discussed in the schools as follow.

Table 4.6the means rating of respondents regarding monitoring and evaluation

Variables	current position	Independent sample t-test					
		M	SD	t	df	sig	mean difference
The appropriate tools (check-lists) are used to monitor the school operations	School leaders	3.75	.82	-4.590	144.990	.000	-.761
	Teachers	2.99	1.17				
	Total	3.3	1.12				
The frequent monitoring has conducted over the school operations(plans)	School leaders	3.65	.90	-6.114	143.656	.000	-1.052
	Teachers	2.6	1.19				
	Total	3.03	1.19				
The constructive feedback has periodically given for all those who are working in the school	School leaders	3.85	.82	-7.153	144.934	.000	-1.172
	Teachers	2.68	1.17				
	Total	3.16	1.19				
The school formatively take corrective measures on poor performance	School leaders	3.67	.82	-5.748	144.054	.000	-1.000
	Teachers	2.67	1.29				
	Total	3.07	1.22				
The school conduct quarter, mid or annual school performance evaluation and revise its course of action	School leaders	3.87	.75	-4.945	142.909	.000	-.809
	Teachers	3.06	1.23				
	Total	3.39	1.13				
The school stake holders actively participate in school's performance evaluation process and enhance their commitment to take measures on poor performance	School leaders	3.77	0.85	-7.003	138.135	.000	-1.218
	Teachers	2.54	1.13				
	Total	3.04	1.19				
Aggregated result (Monitoring and evaluation)	School leaders	3.76	.80	-6.209	145.000	.000	-1.00354
	Teachers	2.75	1.16				
	Total	3.16	1.14				

Discussion 5 and It's Finding

Data analysis in table 4.6, item one indicated the school leaders of mean rating with (M=3.75, SD=.82), teachers (M=2.99, SD=1.17) and all together mean (M=3.3, SD=1.12) of respondents answered appropriate tools (check-lists) are used to monitor the school operations. The

discussion from mean rating of school leaders 'and total response revealed effective practice of the issue. But discussion from teachers' response indicated the practice to this item is ineffective. Here the independent t-test determined explained the p-value was significant at ($t=-4.59$, $df=144.99$, $p=.000<.05$). Hence the perception of school leaders and teachers' on developing appropriate tools for monitoring and evaluating activities at primary schools was statically different. Moreover, qualitative data discussed and document analysis observed from schools showed in most primary schools the school leaders prepare appropriate tools (checklist) for monitoring and evaluation.

The analysis made, in item two both the school leaders and teachers with mean rating ($M=3.65$, $SD=.90$), ($M=2.6$, $SD=1.19$) and total mean ($M=3.03$, $SD=1.19$) respectively perceived the frequent monitoring has conducted over the school operations (plans). The interpretation from the mean rating of school leaders and total response revealed the implementation of the issue was adequate. But discussion from teachers' response directed the practice of this item was poor. The independent t-test determined also justified the p-value was significant at ($t=-6.114$, $df=143.66$, and $p=.000<.05$). Hence the perception of school leaders and teachers' on provision of frequent monitoring and evaluation of activities at primary schools was statically different. Beside this data explored from school leaders and FG discussion suggested: in most schools there are schedules and strategies to conduct monitoring of school activities, the evaluations of the schools' performance at the end of semesters are very common but monitory activities on time and taking immediate measures are very low.

The analysis in, item three the school leaders and teachers with mean rating of ($M=3.85$, $SD=.82$), ($M=2.68$, $SD=1.17$) and with total mean ($M=3.16$, $SD=1.19$) respectively perceived the constructive feedback had periodically given for all those who are working in the schools. The analysis from mean rating of school leaders and total response still had provided adequate practice of the issue. Whereas the discussion from mean rating of teachers' response involved the implementation of this item was not effective. The independent t-test determined also showed the p-value was significant at ($t=-7.15$, $df=144.93$ and $p=.000<.05$). Thus the perception of school leaders and teachers' on provision of constructive and frequent feedback processes at primary schools was statically different. In addition to this data observed from school documents also

indicated the provision of constructive and frequent feedback processes in primary schools was inconsistent.

The analysis seen from the fourth item directed the group of school leaders and teachers with mean rating ($M=3.67$, $SD=.82$), ($M=2.67$, $SD=1.29$) and with total mean ($M=3.07$, $SD=1.22$) respectively revealed the school formatively take corrective measures on poor performance. Thus the data discussion from mean rating of school leaders and total response showed the practice of this issue was genuine. Whereas analysis from teachers' response indicated the implementation of the item was inconsistent. The independent t-test examined also explained the p-value was significant at ($t=-5.75$, $df=144.05$ and $p=.000<.05$). Hence the perception of school leaders and teachers' on the schools' ability in taking consistent corrective measures on poor performance at primary schools was statically different. Additionally, qualitative data discussed from open ended questions indicated trends of taking corrective measures on poor performance was poor or inconsistent at the primary schools.

The analysis in, item five pointed regarding the schools' ability in undergoing quarter, mid or annual school performance evaluation and revising its course of action both, respondents agreed with mean rating ($M=3.87$, $SD=.75$) of school leaders, ($M=3.06$, $SD=1.23$) of teachers and total mean rating ($M=3.39$, $SD=1.13$) of respondents revealed adequate practice of the issue. The independent t-test examined also explained the p-value was significant at ($t=-4.945$, $df=142.91$ and $p=.000<.05$). Hence the perception of school leaders and teachers' on the schools' ability in conducting quarter, mid or annual school performance evaluation and revising its course of action at primary schools was statically different.

As seen from the analysis of sixth item the school leaders with mean rating ($M=3.77$ $SD=.85$), teachers ($M=2.54$, $SD=1.13$) and total mean rating of ($M=3.04$, $SD=1.19$) respectively answered the school stake holders actively participate in school's performance evaluation process and enhance their commitment to take measures on poor performance. The discussion from mean of school leaders and total response revealed the practice of the issue was adequate. But analysis from teachers' discussion indicated the practice of the item was poorly conducted. The independent t-test examined also showed the p-value was significant at ($t=-7.00$, $df=138.14$ and $p=.000<.05$). Thus the perception of school leaders and teachers' regarding the participation of stake holders on schools performance evaluation processes and inspiring their commitment at

primary schools was statically different. Moreover, data explored from FG discussion revealed only few schools are adequately participated the community either on mid or annual performance reports to improve poor performances. Even monitoring and evaluation from Woreda education office or from other concerned bodies is not also sufficient and consistent.

The aggregate analysis indicated the school leaders with mean rating of ($M=3.76$, $SD=.84$) finally revealed the monitoring and Evaluation process in primary school was effectively practiced. Whereas the teachers with mean rating of ($M=2.73$, $SD=1.18$) responded the practice of this issue was not effective. The independent t-test examined also justified the p-value was significant at ($t=-7.00$, $df=138.14$ and $p=.000<.05$). Thus the perception of school leaders and teachers' regarding monitoring and evaluation process at primary schools was statically different. Beside this data observed from schools document such as: the schools advisory note books, external supervisors' suggestion note books, the school committees' follow up diaries and minutes indicated in some schools there are frequent and exemplary practices. In some other schools the opposite is true. Therefore we can just finally that the monitoring evaluation process in primary schools of the Woreda concerns due focus.

Indeed, the analysis and discussion of data under this section provided the following general findings. The preparation of appropriate tools (check-lists) in monitoring the school operations and the provision of quarter, mid or annual school performance evaluation and revising its course of action were perceived as at adequate level practice.

Whereas the provision of frequent monitoring over the school operations(plans), the supplying periodic feedback for stakeholders who are working in the school, taking corrective measures on poor performance and the participation of stakeholders in school's performance evaluation process and enhancing their commitment to take measures on poor performance in primary schools was examined at low rate of practice. According to Coleman and Glover (2010) monitoring help school leaders keep progress under review and take supportive action when it is needed. Another scholar (Bush and Bell, 2003) monitoring can effectively pinpoint any remedial action to be taken. Therefore, the monitoring and evaluation practice at YemWoreda primary schools need attention to enhance up to high level in direction to achieve the expected school goals.

4.2.6 The Functions of Cluster Supervision

Cluster supervision empowers teachers and stake holders exerting their responsibilities effectively to address school improvement program Wubet B. (2015). Process of supervision is employed by an expert or knowledgeable person who is reflective, caring and cooperative to work effectively with teachers Bahaskara R. and Ediger (2003). According to these scholars working with teachers' enhance quality supervision program which is reflective in students' achievement in the classroom setting. Effective supervisors articulate school mission both to instructional leader and teachers inspiring their commitment toward common objectives Lezotte (2001).

Thus, some of sub-variables discussed under this major issue were determining while the practice of supervision is periodic and supportive, whether the supervisory practice enhanced the school performance, if the practice of supervision developed teachers' instructional skill, role of supervision in enhancing professional development of teachers and school leaders, focus of supervision in class room teaching learning improvement, attention of supervision in providing training programs for stake holders and the role of supervision in sharing experience among school in the cluster resource center was briefly discussed in the schools as follow.

Table 4.7 the mean rating of respondents regarding functions of cluster supervision

Variables	current position	Independent t-test					
		M	SD	t	df	sig	mean difference
supervisory practice is periodic and supportive to change the practices of the school	School leaders	3.67	.97	-7.003	138.135	.000	-1.218
	Teachers	2.45	1.13				
	Total	2.95	1.22				
Supervisory practice enhanced the school performance	School leaders	3.45	.95	-6.215	137.032	.000	-1.048
	Teachers	2.40	1.08				
	Total	2.83	1.15				
Supervisory practice developed instructional skill of teachers in the school	School leaders	3.4	1	-4.607	139.966	.000	-.837
	Teachers	2.56	1.20				
	Total	2.90	1.19				
Supervisory practice enhance professional development of teachers and school leaders	School leaders	3.52	.97	-4.977	139.450	.000	-.873
	Teachers	2.64	1.15				
	Total	3.0	1.16				
Supervisory practice focus on Improvement of class room teaching learning practices	School leaders	3.60	.92	-3.792	144.260	.000	-.680
	Teachers	2.92	1.25				
	Total	3.2	1.17				
Supervisory practice provide training programs for stake holders	School leaders	3.02	1.02	-3.454	131.340	.001	-.603
	Teachers	2.41	1.07				
	Total	2.66	1.09				
The supervisory practice facilitate experience sharing among school in the cluster resource center	School leaders	3.15	1.04	.122	136.189	.903	.022
	Teachers	3.17	1.17				
	Total	3.16	1.12				
Aggregate variable (Function of cluster supervision)	School leaders	3.40	.94	-4.385	139.299	.000	-.74811
	Teachers	2.65	1.12				
	Total	2.95	1.11				

Discussion 6and It's Finding

Thus data analysis in table 4.7 item one, indicated the school leaders with mean rating of (M=3.67, SD=.97), teachers (M=2.45, SD=1.13) and total mean (M=2.95, SD=1.22) of respondents answered supervisory practice is periodic and supportive to change the school's practice. The analysis from mean rating of school leaders provided the practice of the issue was effective. But the discussion of mean from teachers and total response revealed the practice of this item was ineffective. The independent t-test examined also explained the p-value was significant at ($t = -7.00$, $df=138.14$ and $p=.000<.05$). Thus the perception of school leaders and teachers' regarding practice of periodic and supportive supervision to change the school's practice at primary schools was statically different. Data explored from school leaders through qualitative investigation also indicated that supervisory function in most primary schools' is not adequate to change the practice of schools. It is not creative and flexible. It focuses on routine activities rather than paying due attention on problem solving skills.

The analysis made in item two, from the given table showed the school leaders with mean rating (M=3.53, SD=.95), teachers (M=2.40, SD=1.08) and total mean (M=2.83, SD=1.15)of respondents forwarded supervisory practice enhanced the schools' performance. The analysis from mean rating of school leaders suggested implementation this item was adequate. Whereas the discussion from mean of teachers and total response indicated the supervisory practice is not enhancing the schools performance. The independent t-test examined also justified the p-value was significant at ($t = -6.22$, $df=137.03$ and $p=.000<.05$). Hence the perception of school leaders and teachers' on the function of supervisory practices in enhancing the schools' performance at primary schools was statically different. In addition data explored from open ended question also revealed supervisory practice is not enhancing the schools' performance in majority of primary schools.

The analysis in, item three directed the school leaders and teachers with mean rating of (M=3.4, SD= 1), (M=2.56, SD=1.20) with total mean (M=2.90, Sd=1.19) respectively perceived supervisory practice developed instructional skill of teachers in the classroom. The discussion from mean rating of school leaders provided the practice of the issue had positive result. But the analysis from mean rating of teachers and total response still showed the implementation on this item was not effective. The independent t-test examined also explained the p-value was

significant at ($t = -4.61$, $df = 139.97$ and $p = .000 < .05$). So the perception of school leaders and teachers' regarding the function of supervision in developing instructional skills of teachers at primary schools was statically different. Even data discussed from qualitative investigation from respondent conceived in each cluster resource center there is a supervisor having responsibilities of undergoing supervisory activities. The supervisors develop strategies and schedules to conduct activities. They conduct instructional supervision inside class room. But the practice of supervision in most primary schools was not consistent to improve the teachers' instructional skills.

The analysis seen from the fourth item, the school leaders' with mean rating ($M = 3.52$, $SD = .97$), teachers ($M = 2.64$, $SD = 1.13$) with total mean ($M = 3.0$, $SD = 1.16$) of respondents revealed supervisory practice enhance professional development of teachers and school leaders. The discussion from the mean rating of school leaders indicated the practice of the item was positive or adequate. Whereas analysis from mean rating of teachers and the total response showed the practice of the issue was not effective. The independent t-test examined also pointed the p-value was significant at ($t = -4.98$, $df = 139.45$ and $p = .000 < .05$). So the perception of school leaders and teachers' regarding the function of supervision in enhance professional development of teachers and school leaders at primary schools was statically different. Moreover, data explored from school leaders also provided that role of supervision in enhancing professional development of teachers and school leaders was inadequate or at low level implementation in primary schools.

The analysis made in item five directed the school leaders with mean rating ($M = 3.60$, $SD = .92$), teachers ($M = 2.92$, $SD = 1.25$) and with total mean ($M = 3.2$, $SD = 1.18$) of respondents revealed the supervisory practice focus on class room teaching-learning practices. The analysis from mean rating of school leaders and the total response revealed the practice of this issue was adequate. But discussion from mean rating of teachers involved the implementation of this item was inadequate. The independent t-test determined also explained the p-value was significant at ($t = -3.79$, $df = 144.26$ and $p = .000 < .05$). Thus the perception of school leaders and teachers' regarding the focus of supervision in class room teaching-learning practices in primary schools was statically different. Data observed from school documents and discussion conducted from open ended questions revealed focus of supervision in class room teaching-learning was genuinely practiced in primary schools.

The analysis seen from the sixth item pointed group of school leaders' and teachers' respondents with mean rating of (M=3.02, SD=1.02), (M=2.41, SD=1.07) with total mean (M=2.66, SD=1.09,) respectively perceived the supervisory practice provide training programs for stake holders. The discussion from mean rating of school leaders revealed the practice of this item was adequate. Whereas the analysis from mean rating of teachers and total response indicated the practice of this issue was extremely not functional. The independent t-test examined also justified the p-value was significant at ($t=-3.45$, $df=131.34$ and $P=.001<.05$). Thus the perception of school leaders and teachers' regarding the function of supervision in providing training programs for stake holders in primary schools was statically different. Beside this the qualitative collected from Discussion with stakeholders and document analysis revealed the attention of supervision in providing training programs for stake holders was not adequately practical in primary schools.

The analysis from the,items even showed regarding the function of supervision in sharing of experiences among the schools in the cluster resources centers, both respondents agreed with mean rating (M=3.15, SD=1.04) of school leaders, (M=3.17, SD=1.17) of teachers with total mean (M= 3.16, SD=1.12).The discussion from this analysis revealed the practice of the issue was adequate in the schools. But the independent t-test examined explained the p-value was significant at ($t=.122$, $df=136.19$, and $p=.903>.05$). Thus the perception of school leaders and teachers' regarding the function of supervision in sharing of experiences among the schools in the cluster resources centers at the primary schools was statically different. Data explored from primary schools involved in all cluster there is an idea to share experience among schools but in practice it is not functional except in some clusters.

The aggregate analysis indicated that school leaders with mean rating of (M=3.41, SD=1.01) agreed the function of cluster supervision in primary school was at adequate level of practice. But the teachers with mean rating of (M=2.65, SD=1.18)and response of aggregated mean rating (M=2.95, SD=1.16)revealed the practice of this issue was not adequate or effective. The independent t-test examined also justified the p-value was significant at ($t=-4.39$, $df=139.30$ and $P=.000<.05$). Hence the perception of school leaders and teachers' regarding the function of cluster supervision in primary schools was statically different. Moreover, data discussed from

qualitative investigations and document analysis also revealed function of cluster supervision in primary schools of YemWoredawas at low level of practice.

In summary, according to assumptions of different researches the effective supervision emphasizes teacher excellence, collaboration, and mentoring so that schools become places where every educator is recognized as a valuable contributor with unique strengths and impressive potential to learn, grow, and improve school performance (Johnson, 1997). Teachers are crucial and an integral part of the school change process working toward shared goals (Cibulka and Nakayama, 2000). Thus the discussion under this section provided the focus of supervision in class room teaching-learning process and the role of supervision in sharing experience in the cluster resource center schools were conceived as genuinely implemented in primary schools of Yem Special Woreda.

Whereas, provision of periodic supervision, performing supervisory practice which improve the school's performance, role of supervision in developing teachers' instructional skill, contribution of supervision in enhancing professional development for teachers and school leaders and attention of supervision in providing training programs for stake holders were examined at poor level of implementation. Therefore, supervisory practices in YemWoreda primary schools seek high concern to enhance the schools' progress.

4.2.7The students' academic progress

According to Sun, Creemers and De Jong (2007) studies of school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools and secondly, to identify differences between education's outcomes in these schools. In this regard, Bennet, Crawford and Cartwright (2003) define an effective school as "a school in which students' progress further than might be expected".

Cheng (1996) distinguished the objective of school effectiveness as attainment of internal and external outcomes. Internal school effectiveness can be regarded as the school's technical effectiveness outputs such as learning behavior, acquired skills and changes in attitude of learners. Whereas the school external effectiveness can be defined as, the positive impact of the school's outputs on parents' satisfaction. Development of conducive and safe school learning

environment is other the most important predictor of school effectiveness because it initiates the learners and teachers interest for effective instructional process that points to achieve set educational goals (Kyriakides et al. 2002; Teddlie& Reynolds 2000).

Therefore, in this research variables such as the students participation in class room instruction, cooperative learning ability of pupils' in schools, reading, writing and arithmetic skill of students in every class, Parental support on students learning, development of conducive school environment in the schools and the school's goal achievement from documents were intensively investigated in Yem special woreda primary schools.

Table 4.9the mean rating of respondents regarding students' accademic progress

variables	Current position	Independent Sample t-test					
		M	SD	t	df	sig	mean difference
Students actively participate in class room instruction at the school	School leaders	3.20	.95	-5.263	134.532	.000	-.878
	Teachers	2.32	1.05				
	Total	2.68	1.098				
Students cooperative learning ability in a group of 1 to 5 is enhanced	School leaders	3.30	1.03	-3.863	137.942	.000	-.714
	Teachers	2.59	1.20				
	Total	2.88	1.18				
Reading, writing and arithmetic skill of students in every class is improved	School leaders	3.15	.94	-4.203	140.892	.000	-.725
	Teachers	2.43	1.15				
	Total	2.72	1.12				
Parental support on students learning is high at the school	School leaders	2.98	1.00	-4.222	126.714	.000	-.707
	Teachers	2.28	1.00				
	Total	2.56	1.05				
The school environment is conducive for students learning at the school	School leaders	3.25	1.24	-2.071	122.111	.040	-.422
	Teachers	2.83	1.17				
	Total	3.00	1.22				
Aggregated result (School effectiveness)	School leaders	3.18	.99	-3.981	133.391	.000	-.68931
	Teachers	2.49	1.08				
	Total	2.77	1.10				

Discussion 8 and It's Finding

Analysis from table 4.9, item one depicted the school leaders' with mean rating of ($M=3.2$ $SD=95$), teachers ($M=2.32$, $SD=1.05$) with total mean ($M=2.68$, $SD=1.1$) of respondents forwarded the students actively participate in class room instruction at the school. The discussion from mean rating of school leaders indicated the practice of the issue at adequate level. Whereas the analysis from teachers' response and total mean revealed the practice of the item was at extremely poor level. The independent t-test determined justified the p-value was significant at ($t=-5.26$, $df=134.53$, and $p=000<.05$). Hence the perception of school leaders and teachers regarding students' participation in classroom instruction was statically different. Beside this the qualitative data explored from open ended questions also pointed the students' participation in class room teaching learning in most primary schools was passive.

The analysis shown in, item two indicated the school leaders with mean rating of ($M=3.3$, $SD=1.03$), teachers ($M=2.59$, $SD=1.20$) and with total mean ($M=2.88$ $SD=1.18$) answered students cooperative learning ability in a group of 1 to 5 at the school is enhanced. The analysis from mean rating of school leaders still perceived the implementation of this issue was adequate. But the response of teachers and total mean rating on this item showed practice was at low rate. The independent t-test determined also explained the p-value was significant at ($t=-3.86$, $df=137.94$ and $p=000<.05$). Thus the perception of school leaders and teachers regarding students' cooperative learning ability in the school was statically different. Additionally, data discussed from open ended questions also indicated that the students' cooperative learning ability in a group of 1 to 5 in most schools is inconsistent and not effective.

The analysis seen from the 3th item directed the school leaders with mean rating of ($M=3.15$ $SD=.94$), teachers ($M=2.43$, $SD=1.15$) and with total mean ($M=2.72$, $SD=1.12$) responded reading, writing and arithmetic skill of students in every class is improved. The analysis from mean rating of school leaders involved such learning skills of students are improved. But data discussion from mean rating of teachers and total mean responded revealed the students skills' on this issues are not improved. The independent t-test determined also explained the p-value was significant at ($t=-3.86$, $df=137.94$ and $p=000<.05$). Thus the perception of school leaders and teachers regarding improvement of students' reading, writing and arithmetic ability in every class at the schools was statically different. Moreover, the qualitative data discussed from school

leaders indicated the reading, writing and arithmetic skill of students in most primary schools is inadequate.

The analysis in, item four indicated regarding parental support on students learning, both the school leaders with mean rating of (M=2.98, SD=1.00), teachers (M=2.28, SD=1.17) and total mean (M=2.56, SD=1.05) of respondents disagreed the parental support on students learning is improved. Thus the analysis of both respondents revealed inadequate practice of the issue. The independent t-test determined also indicated the p-value was significant at ($t=-3.86$, $df=137.94$ and $p=000<.05$). Thus the perception of school leaders and teachers regarding the parental support on students learning at the schools was statically different. The qualitative investigation from FG discussion also supports this suggestion.

The analysis from the fifth item indicated that the school leaders' and teachers' respectively with mean rating of (M=3.25, SD=1.24), (M=2.83, SD=.99) and with total mean (3.00, SD=1.22) perceived the school environment is conducive for students learning. The analysis from mean rating of school leaders revealed the school environments are adequately conducive. Whereas data discussion from teachers mean rating showed the school environments are not adequately conducive for students learning. The independent t-test determined also justified the p-value is significant at ($t=-3.86$, $df=137.94$ and $p=000<.05$). Thus the perception of school leaders and teachers on development of orderly school environment for students learning in the schools was statically different. Data explored from direct observation schools also depicted that except some primary schools majority of the schools environment are not conducive and attractive for students learning due to lack of essential school resources and facilities.

The aggregate analysis indicated that the school leaders with mean rating of (M=3.18, SD=.99), teachers(M=2.49, SD=1.08) and total mean (M=2.77, SD=1.10) perceived status of school effectiveness in primary school was poor. The discussion from mean rating of school leaders revealed the schools are adequately effective. Whereas mean rating from teachers and total response indicated most schools are not effective. The independent t-test determined also explained the p-value is significant at ($t=-3.86$, $df =137.94$ and $p=000<.05$). Thus the perception of school leaders and teachers regarding students' academic progress in the schools was statically different. Moreover, the goal achievement the primary schools from real information's was also presented and discussed under the following table.

4.2.8 Goal Achievements in Primary Schools

Table 4.10the Goal Achievements in Primary Schools

The goal Achievements in sample of primary schools from documents	Academic years				
	2005E.C	2007 E.C	2008 E.C	2009 E.C	2010 E.C
Three years gross enrollment rate	-	-	99.5%	97.8%	94.3%
Three years net enrollment rate	-	-	71.8%	76.4%	73.9%
Three years enrollment rate of female to male	-	-	51.3%	48.7%	49.2%
Three years dropout rate	-	4.7%	4.3%	3.7%	-
Three years primary grade repetition rate	-	11.8%	6.9%	5.2%	-
Three years grade 8th regional exam repetition rate	-	46.9%	23.6%	2.7%	-
Survival rate at first cycle primary grades (1 st -4 th)	60.3%	-	-	-	--
Survival rate at second cycle primary grades (5 th -8 th)	---	--	---	39.9%	-

Discussion 9 and It's Finding

As seen from table 4.10, the goals achieved in sample of primary schools from years (2008-2010) E.C respectively were, gross enrollment 99.5%, 97.8% and 94.3 , the net enrollment 71.8%, 76.4% and 73.9% as well as the enrolment rate of female to male 51.3%, 48.7% and 49.2%. According to this analysis the gross enrolment rate in sample of schools was at highest level of achievement. The participation of female enrollment to male student has considered almost at equal or balanced level of achievement. The net enrollment was observed as moderate level of achievement this indicated there are some children who are not enrolled to school at their right school age in primary schools.

The average wastages from (2007-2009) E.C in case of dropout rate 4.7%, 4.3% and 3.7%, the primary grade repetition rate 11.8%, 6.9% and 5.2% and repetition rate in grade 8th regional exam 46.9%, 23.6% and 2.7% were respectively examined in primary schools. The dropout rate in schools with these consecutive years showed slight improvement. The repetition rate in primary grades showed very good change in the years. Whereas repetition rate in grade 8th regional exam provided radical change or high improvement.

The survival rate at first cycle primary grades in 2005 E.C examined at 60.3% this revealed 39.7% of pupils who had been enrolled in grade one after 4 years were either dropped out or repeated from 1st to 4th grades in these primary schools. The survival rate at second cycle primary grade in 2009 E.C observed at 39.9% this means that 61.1% of pupils had been either dropped out or repeated from 1st to 8th grades in primary schools. From these discussions we can generally conclude though the average wastages in primary schools showed positive improvement the survival rate in both first and second cycle primary grades is extremely high. Therefore, the educational wastages in primary schools of Yemworeda are at high level.

Finally, based on the above discussions the following general findings were conceived. These are: The students' gross and net enrollment rate as well as the rate of participation of female to male students showed high achievement. The students' dropout rate and repetition in every grade as well as in grade 8th regional exam was enhancing from year to year. Hoy and Miskel (2001) argued that a school is deemed as effective if the outcome of its activities meets or exceeds its goals. According to their view an effective school is one that promotes high levels of student achievement for all students in the school (Murphy 1990). Therefore the academic emphasis and frequent monitoring of student academic progress has been viewed as important correlates of an effective school (Al Waner 2005). An effective school hence is a school that can achieve or exceed its set academic goals. The goals set should be reflective of students' academic ability (Sammons et al. 1996, Teddlie and Reynolds 2000). An effective school hence is argued as a school that can achieve or exceed its prior set student's achievement goals (Murphy 1990). In opposite to this the finding from this study in YemWoreda primary school revealed various challenges. These are: The survival rate of students at primary level was poor, the students participation in class room instruction was passive, their cooperative learning abilities in classroom teaching-learning was inadequate, reading, writing and arithmetic skill of students in

every class was low, Parental support on students learning and development of conducive school environment for effective instructional process were perceived at poor level of implementation in most primary schools.

4.3 Challenges of SBM Practices

Garia and Rajhumar (2008) stated there are critical challenges that affect the implementation of educational decentralization in a sense of promoting the full autonomy of school site stakeholders through school based management process. McGinn and Welsh (1999) listed these constraints as inadequate resources at school level, inadequate information, unclear expenditure assignment and responsibility declining share of spending on capital expenditure by sub-nation government, need to boost administrative capability at local level, vested interest on some of government bureaucrats at the top managerial level, over lapping or burdening of responsibility to a single leader, absence of clear guidelines as well as practice of incomplete decentralization for proper practice of SBM to ensure school effectiveness. Beside Mekonen A. (2015) in his MA thesis study at East Hararghe zone secondary schools reported that challenges of educational decentralization are: lack of coordination among educational leaders, absence of clear guidelines, lack of skilled man power, inadequacy of material resources such as computers, paper, etc.), lack of clear accountability relationship, absence of clearly defined decision making process, lack of training for the stake holders, Shortage of budget for educational activities and Inadequate participation of stake holders.

Obviously, SBM is the smaller scope of educational decentralization which is very crucial school leadership activity in enhancing schools effectiveness (MOE, 2002). Hence some of the major challenges of this issue in YemWoreda primary schools are explored from qualitative investigation through FG discussion with KETB and PTA as well as from open ended Questions involved for school leaders. As a result these respondents narrated some of the most constraining factors which are hindering the practices of SBM in the primary schools as: in adequate human, material and financial resource allocation from government, delay of urgent decision making, insufficient school infrastructures, facilities and furniture, lack of coordination among school stakeholders, over burdening of responsibilities Specially KETB, principals' function overload (he act as leader, secretary, record officer, Kebele education cabinet, resource manager and etc.)

inconsistent parental and community involvement as well as inadequate monitoring and evaluation from education office and concerned bodies.

In other side challenges regarding students' academic progress were also discussed from the respondents. Scholars confirm that schools' effectiveness is rooted from effective teaching and learning processes (Nazrol, 2000; Bergeson, 2002). However, the students' academic progress in YemWoreda primary schools had facing with various challenges which are more originated from teaching-learning inconsistencies. These problems are: lack of students' interest, commitment and participation in classroom teaching-learning process, lack of process of consistent classroom supervision by principals, lack of assigning teachers based on subject matter, insufficiency of teaching aids, laboratory materials and science kits, low parental involvement in students learning, absence of teachers commitment in evaluation of curriculum materials (such as text books and teachers guides), inadequate students' academic achievement and students absenteeism.

4.4 Mechanisms to Enhance SBM Practices

The respondents involved in this study try to suggest their own mechanisms to improve the practice of SBM in YemWoreda primary schools. Hence some of the basic findings conceived from them under this inquiry are: parental involvement in the schools should be enhanced, the resource allocation from government must be exceed, concerned bodies (such as education office heads, experts, KETB and etc) should focus on urgent decision making, stakeholders in the schools should make coordination to enhance school progress, the access of necessary teaching materials and infrastructures should be adequately supplied, teachers assignment in schools must be inconsideration with their subject matter, teachers and principals should give more attention in class room teaching learning, continuous guidance and counseling to students should be provide by school leaders even monitoring and evaluation on school performance must be employed to have effective and functional SBM practice in attaining school effectiveness in primary schools of YemWoreda. Literatures demonstrated the quality of education depends primarily on the way schools are managed, more than on the availability of resources as Hanushek (2003) cited in Gertler P. (2007). It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership Caldwell(2005). Finally it can be

recommended that any concerned bodies in YemWoreda primary schools leadership process must exert their maximum effort to improve SBM practice so as to attain enhanced students' academic progress through efficient utilization of scarce educational resources.

CHAPTER FIVE

Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

The purpose of this study was to examine the practices and challenges of School Based Management in primary schools of YemWoreda. In order to meet this purpose, basic research questions related to the extent of the SBM practices and the major challenges which affect the practices of SBM and mechanisms to enhance SBM practices in primary schools of YemWoreda were clearly justified and explored.

A descriptive survey research design which was concurrently conducted both in quantitative and qualitative investigation was employed in this study. The data collected from the closed ended questionnaires was analyzed and interpreted using different statically tools such as frequency, percentage, mean, standard deviation. The inferential statistics such as independent t test was used to examine the perception of respondents. Whereas, qualitative observations from Open ended questions, document analysis and FG discussion were organized and interpreted in words to triangulate the quantitative findings. On the basis of the analysis and discussion made from all these instruments, I was summarized the following major findings.

5.1.1 Findings Regarding the Practice of staff development

As the analysis and discussion regarding the staff development practice in primary schools, both respondents agreed with mean of school leaders ($M=3.77$, $SD=1.07$), teachers ($M=3.04$, $SD=1.27$) and total mean ($M=3.38$, $SD=1.08$). In other side, analysis explored from qualitative investigation and the schools documents such as: Staff and departments agendas revealed there were frequent and functional meeting and discussion to carry out operational and annual plans in most primary schools. Finally the staff development practice in Yem Special woreda primary schools was adequately implemented.

5.1.2 Findings Regarding the Decision Making Process

The results of discussion on issue of decisions making the practices of all items under participatory decision-making process in YemWoreda Primary schools were almost at poor level of practice. Moreover, the aggregate analysis indicated that, mean of ($M=3.75$, $SD=.85$) of school leaders agreed decision making process is participatory and adequately practical in the primary schools. In other side mean of ($M=2.63$, $SD=1.20$) of teachers and total mean of ($M=3.08$, $SD=1.20$) of participants responded the decision making process was not participatory and not adequately practical in primary schools. Additionally, analysis explored from FG discussion with KETB and PTA committee revealed discussions and decision making process of school board member in most primary school is not consistent. Even in some schools both school board and PTA members discussion is compiled together which lead to problem in duties delegation. Relatively in most schools the meeting and functionality of PTA committees is better than the school boards. In more than average primary schools the participation of school community discussion are not adequate. Hence the decision making process in Yem Special Woreda is inadequate.

5.1.3 Findings Regarding the Instructional leadership Process

The aggregate level analysis regarding instructional leadership process both, respondents agreed with mean ($M=3.91$, $SD=.81$) of school leaders, ($M=2.79$, $SD=1.12$) of teachers and total mean ($M=3.25$, $SD=1.15$). Additionally, document analysis made on school's curriculum committee Agendas and minutes as well as qualitative discussion from the school leaders indicated that the practice of this issue in most primary schools was adequate. The discussion from this issue finally revealed the instructional leader ship process in YemWoreda was adequately practical. In opposite to this Principals' role and teachers' engagement in curriculum evaluation as well as Principals' class room supervisory practices in the schools were examined at poor level of implementation.

5.1.4 Findings Regarding the resource management process.

The overall analysis of this variable indicated the school leaders with mean of ($M=3.71$, $SD=.92$), teachers ($M=2.73$, $SD=1.14$) and total mean ($M=3.13$, $SD=1.16$) of participants were responded to resource management process at primary school of YemWoreda. The discussion

from mean rating of school leaders and total response indicated resource management and utilization in schools were adequately practiced. Whereas analysis from teachers' response examined the practice of the issue in the primary school was at weak level of practice. In addition the data explored from financial resource management documents in schools indicated the schools have full autonomy in using their internal resource and budgets allocated from government concerning on the school's particular needs. Majority of primary schools use different techniques of announcing the school communities regarding utilization and management of allocated resource. However the participation of school community in setting the school priorities, the involvement of school-community in allocation of resources to exercise the school plans and engagement of external audit to examine resources utilization were at inadequate level of implementation.

5.1.5 Findings Regarding the Monitoring and Evaluation Process

The analysis Regarding the Monitoring and Evaluation indicated the school leaders with mean rating of (M=3.76, SD=.84) revealed the practice of this variable in primary school was effectively practiced. Whereas the teachers with mean of (M=2.73, SD=1.18) responded the practice of this issue was not effectively implemented. Beside this data observed from schools document such as: the schools advisory note books, external supervisors' suggestion note books, the school committees' follow up diaries and minutes indicated the practice of this issue in majority of primary schools was poor. The qualitative finding showed various uncertainties such as inconsistent provision of frequent monitoring over the school plans, the lack of supplying periodic feedback for stakeholders who are working in the school, inability of taking corrective measures on poor performance and the lack of participation of stakeholders in school's performance evaluation and enhancing their commitment to take measures on poor performance. Therefore the monitoring and evaluation process in primary schools of YemWoreda was inadequate.

5.1.6 Findings Regarding the function of cluster supervision

The analysis indicated that school leaders with mean of (M=3.41, SD=1.01) agreed the function of cluster supervision in primary school was at adequate level of practice. But the teachers with mean of (M=2.65, SD=1.18) and response from combined mean (M=2.95, SD=1.16) revealed

the practice of this issue was not adequate or effective. Thus the finding of this study provided the focus of supervision in class room teaching-learning process and the role of supervision in sharing experience in the cluster resource center schools were conceived at adequate level of practice in the primary schools.

But the provision of periodic supervision, performing supervisory practice which improve the school's performance, role of supervision in developing teachers' instructional skill, contribution of supervision in enhancing professional development for teachers and school leaders and attention of supervision in providing training programs for stake holders were examined at poor level of implementation in majority of primary schools. Moreover, data discussed from qualitative investigations and document analysis also revealed function of cluster supervision in primary schools of YemWoreda was at low level of practice.

5.1.7 Goal Achievements in Primary Schools

The investigation from this research conceived high achievement in students' gross and net enrollment rate as well as the rate of participation of female to male students. The students' dropout rate and repetition in every grade as well as in grade 8th regional exam was enhancing from year to year. In opposite to this the finding from this study in YemWoreda primary school revealed various challenges of schools' goal achievements. These are: The survival rate of students at primary level was poor, the students participation in class room instruction was passive, their cooperative learning abilities in classroom teaching-learning was inadequate, reading, writing and arithmetic skill of students in every class was low, Parental support on students learning and development of conducive school environment for effective instructional process were perceived at poor level of implementation in most primary schools.

5.1.8 Findings Regarding Challenges of SBM Practices

The qualitative investigation through FG discussion with KETB and PTA as well as open ended Questions provided for school leaders indicated some major problems which are affecting the practices of SBM in primary schools of YemWoreda. These constraining are: in adequate human, material and financial resource allocation from government, delay of urgent decision making, insufficient school infrastructures, facilities and furniture, lack of coordination among school

stakeholders, over burdening of responsibilities Specially KETB, principals' function overload (he act as leader, secretary, record officer, Kebele education cabinet, resource manager and etc.) inconsistent parental and community involvement as well as inadequate monitoring and evaluation from education office and concerned bodies were explored from the respondents.

As a result of this study the students' academic progress in YemWoreda primary schools had facing with various challenges which were originated from teaching-learning inconsistencies. These problems are: lack of students' interest, commitment and participation in classroom teaching-learning process, lack of process of consistent classroom supervision by principals, lack of assigning teachers based on subject matter, insufficiency of teaching aids, laboratory materials and science kits, low parental involvement in students learning, absence of teachers commitment in evaluation of curriculum materials (such as text books and teachers guides), inadequate students' academic achievement and students absenteeism.

5.1.9 Stake holders' Viewsto Enhance SBM Practices

Literatures demonstrated the quality of education depends primarily on the way schools are managed, more than on the availability of resources as Hanushek (2003) cited in Gertler P. (2007). It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership Caldwell (2005). Hence Some of the mechanisms suggested from respondents to enhance SBM practices in YemWoreda primary schools are: enhancing parental involvement in schools improvement issues, the resource allocation from government to the schools should be exceeded, concerned bodies (such as education office heads, experts, KETB and etc) should focus on urgent decision making, stakeholders in the schools should make coordination to enhance school progress, the access of necessary teaching materials and infrastructures should be adequately supplied, teachers assignment in schools must be inconsideration with their subject matter, teachers and principals should give more attention in class room teaching learning, continuous guidance and counseling to students should be provide by school leaders even monitoring and evaluation on school performance must be employed to have effective and functional SBM practices in attaining students' academic progress in primary schools of YemWoreda.

5.2 Conclusions

Based on the major findings examined from this study the following conclusions were drawn.

SBM is one of educational decentralized administration techniques involving autonomy to local level actors and it empowers the internal decision making capability of principals, teachers, parents, students and other community members belonging to particular school. Therefore SBM is crucial element of educational decentralization process which has compulsory effect on school goal achievement. The effective SBM practice inspire the moral and motivation of school personal it continuously appraise, develop and maintain teacher enthusiasm toward good teaching-learning to attain enhanced students' academic achievement. Hence the practice of SBM in Yem Woreda primary school was assessed with major issues such as staff development, decision making process, instructional leadership, resource management, monitoring and evaluation, function of cluster supervision, students' academic progress and school goal achievement through quantitative and qualitative inquiry.

As a result of the investigation the staff development and instructional leadership process were perceived at adequate level of practice. Besides the students' gross and net enrollment rate as well as fair or equal enrollment rate of female to male students', the students' dropout and repetition rate at every grade and in grade 8th regional exam was also improving from year to year.

In contrast the study showed the practice of participatory decision making, monitoring and evaluation, resource management as well as function of cluster supervision were examined at inadequate level of practice. The survival rate of students at 1st and 2nd cycle primary was extremely low, passive participation of students in class room instruction, cooperative learning abilities of students in classroom teaching-learning was inadequate, reading, writing and arithmetic skill of students in every class was low, Parental support on students learning and development of conducive school environment for effective instructional process were perceived at poor level of implementation. Therefore, even if there were some issues which are adequate practiced in the primary schools but the combined result and qualitative discussions provided the overall practices of the issue was at poor level. Generally I had concluded that the process of SBM in Yem Special Woreda primary schools was not effectively practiced.

5.3 Recommendations

At the end of this investigation depending on the findings and conclusions acquired from the study the following useful recommendations are made. These are:

1. The result of this study on staff development pin out inconsistency of mentoring activities, inadequate engagement of new teachers in induction program, low focus on providing short term school based on job trainings as well as evaluating and monitoring the effect of these training programs in primary schools. Hence concerned stake holders such as YemWoreda Education expertise, the schools' principals and CRCs supervisor must give due focus on the SBM practices to enhance academic staff development through involving their technical, material and financial resources.
2. The participatory decision-making process in YemWoreda primary schools was at poor level of practice. So the school principals, KETB, PTA committee members and the whole school community should actively participate in SBM practices in regard of setting the school developmental plan, allocation of necessary resources in school improvement program and decision making process in line with their duties and responsibilities clearly delineated in education training document of Ethiopia(MOE, 1994; 2002)
3. The education office experts' and heads, principals, department heads, KETB andPTA members in the schools must provide frequent monitoring and evaluation on the school activities, supply periodic feedback for stakeholders who are working in the schools, take corrective measures on poor performance and they should involve and empower stakeholders in school's performance evaluation and enhancing their commitment in school progress.
4. The function of CRCs supervisor should focus on improving the practice of the school, developing teachers' instructional skill, enhancing professional development of teachers and school leaders as well as providing training programs for stake holders.
5. Teachers in schools should conduct active teaching-learning approaches, empower cooperative learning abilities of pupils' and they must focus on improving the reading, writing and arithmetic skill of students in every class room.

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Appendix A

The research Questionnaires to be filled by school leaders and teachers

Dear Sir/Madam:

This survey study will be undertaken by graduates of Jimma University department of Educational Planning and Management College of Education and Behavioral Science in Partial Fulfillment of the Requirements for the Degree of Master of Arts in School Leadership. The purpose of these questionnaires is to collect data on the Practices and challenges of School Based Management in Primary Schools of YemWoreda

The success of this study entirely depends up on your genuine response, so I would like to express my felt thanks and respect for your frank, sincere and voluntary contribution to this study. It will be my great responsibility to keep the confidentiality of your response and the information obtained from you will be undoubtedly used only for academic purposes. Please read the instruction of each item carefully to provide your response correctly but No need to write your name.

Thank you in advance for your time and concern!

Sincerely yours.

Section I. Background of Respondents

Please answer the following questions by putting a (X) mark in the provided brackets.

Respondent: principal (): vice principal () Supervisor () & teacher and their current position unit leader (), department head (), coordinator of curricular activities () No position () etc.

Sex: Male () Female ()

Age: Less than 20 years (): 21-30 years (): 31-40 years () & More than 40 years ()

Education level: certificates (): diploma (): first degree (): second Degree: (): other ()

The experience in leader ship or teaching: less than 5 years (): 5- 10 Years (): 11-15 years (): & more than 15 years ()

Section II. The extent of school based management practices in yemworeda primary schools

The constructs of school based management and their corresponding questioners which can be answered through a Likert scale of strongly disagree, disagree, undecided, Agree and strongly agree are listed in the following tables. Each scale is represented by Roman numbers 1 to 5 respectively. (NB: (1) represent strongly disagree, (2) disagree, (3) undecided, (4) represent agree & (5) stands strongly agree.)

A. Academic Staff Development

Questionnaires for school leaders and teachers

No	questionnaires	1	2	3	4	5
1	Teachers at the school are categorized in to academic department					
2	Delegation of responsibility to teachers is based on their experience					
3	The new staff members actively engage induction program at the school					
4	Experienced teachers are Coiled-up with Newly employed one as mentor					
5	All teachers at the school participate in CPD program					
6	The school involve different short term on job training and reflection programs for teachers					
7	The school evaluate and monitor the effect of different updating strategies on academic staff development					

Based on your perception write at list three to five strength and weakness of staff development in your school

B. The Decision-Making process

Questionnaires for school leaders and teachers

No	questionnaires	1	2	3	4	5
1	Stake holders are involved in school self-evaluation					
2	Stake holders participated in developing common vision, mission, goals and values of the school					
3	Stake holders are engaged in identifying school priorities					
4	Stake holders communicate and create consensus on school development plan					
5	The school development plan is based on a sense of enhancing instructional process					
6	The school board has played leadership role on practice of school plan and make over all decision					
7	The school PTA committee periodically visit the school and provide advisory function for school board on performance of school operations					

Based on your perception write at list three to five strength and weakness of decision making process in your school

C. Instructional Leadership process

Questionnaires for school leaders and teachers

No	questionnaires	1	2	3	4	5
1	The school vision, mission, goals and values have direct effect in class room instruction					
2	The school involves different support systems for students' learning in the class room					
3	The school is secular and save for all students' class room instruction					
4	The school consistently evaluate and monitor the implementation of teaching-learning process					
5	Principals at the school periodically conduct instructional supervision for teachers					
6	Head (experienced) teachers regularly carryout in built supervision and provide professional support for teachers					
7	Principals facilitate and monitor the curriculum evaluation at the school					
8	Teachers conduct curriculum evaluation on their corresponding subject and make consensus					

Based on your perception write at list three to five strength and weakness of Instructional leadership process in your school

D. The School Resources Management

Questionnaires for school leaders and teachers

NO	questionnaires	1	2	3	4	5
1	The list of urgent physical and material resource problems are identified and prioritized at the school					
2	The school has developed the necessary physical and material resource plan and its corresponding financial estimation					
3	The school communicate with the whole school-community and make consensus to allocate financial or material inputs					
4	The school community actively participate in setting priorities and development plan					
5	The school-community involve financial or material resource to exercise the school plan					
6	The school has efficiently utilized financial or material resource allocated to its priorities					
7	The school has internal transparency and accountability systems in utilization of school resource					
8	The school has involved external audit regarding material and financial resource utilization					

Based on your perception write at list three to five strength and weakness of resources management process in your school

E. Monitoring and Evaluation process

Questionnaires for school leaders and teachers

No	questionnaires	1	2	3	4	5
1	The appropriate tools (check-lists) are used to monitor the school operations.					
2	The frequent monitoring has conducted over the school operations based on schedule					
3	The constructive feedback has periodically given for all those who are working in the school					
4	The school formatively take corrective measures on poor performance					
5	The school conduct quarter, mid or annual school performance evaluation and revise its course of action					
6	the school stake holders actively participate in school's performance evaluation process and enhance their commitment to take measures on poor performance					

Based on your perception write at list three to five strength and weakness of resources management process in your school

F. Function of Cluster Supervision

Questionnaires for school leaders' and teachers

No	questioners	1	2	3	4	5
1	supervisory practice is periodic and supportive to change the practices of the school					
2	supervisory practice enhanced the school performance					
3	supervisory practice developed instructional skill of teachers in the school					
4	supervisory practice enhance professional development of teachers and school leaders					
5	supervisory practice focus on Improvement of class room teaching learning practices					
6	supervisory practice provide training programs for stake holders					
7	the supervisory practice facilitate experience sharing among school in the cluster resource center					

Based on your perception write at list three to five strength and weakness of resources management process in your school

G. Students' Academic progress

Questionnaires for school leaders and teachers

No	questionnaires	1	2	3	4	5
1	Students actively participate in class room instruction at the school					
2	Students cooperative learning ability in a group of 1 to 5 is enhanced					
3	Reading, writing and arithmetic skill of students in every class is improved					
4	Parental support on students learning is high at the school					
5	The school environment is conducive for students learning at the school					

Based on your perception write students' academic progress and challenges which are affecting it -----

Appendix B

Section IV. FGD questions for school board and PTA committee in YemWoreda primary schools

Dear Sir/Madam:

This survey study will be undertaken by graduates of Jimma University department of Educational Planning and Management College of Education and Behavioral Science in Partial Fulfillment of the Requirements for the Degree of Master of Arts in School Leadership. The purpose of the discussion is to collect convenient data on the Practices and challenges of School Based Management in Primary Schools of YemWoreda.

The success of this study entirely depends up on your genuine response, so I would like to express my felt thanks and respect for your frank, sincere and voluntary contribution to this study. It will be my great responsibility to keep the confidentiality of your response and the information obtained from you will be undoubtedly used only for academic purposes.

Thank you in advance for your time and concern!

Sincerely yours.

Discuss on the following questions

1. How do you understand school based management?-----

2. How do you evaluate the practice of SBM process in your school? -----

3. Do you have any role in school decisions making? (Yes) or (no) if you say yes in what issues?-----

4. According to your perception what is school's goal achievement? -----

5. Do you think the SBM practices contribute school's goal achievement? please discuss your idea -----

6. Write down challenges which are affecting the SBM practices in your school?-----

7. What do you suggest to improve the practices of SBMin your school?-----

Appendix C

Documents Analyzed regarding SBM and school effectiveness in YemWoreda primary schools

Dear Sir/Madam:

This survey study will be undertaken by graduates of Jimma University department of Educational Planning and Management College of Education and Behavioral Science in Partial Fulfillment of the Requirements for the Degree of Master of Arts in School Leadership. The purpose of these questionnaires is to collect data on the Practices and challenges of School Based Management in Primary Schools of YemWoreda.

The success of this study entirely depends up on your genuine response, so I would like to express my felt thanks and respect for your frank, sincere and voluntary contribution to this study. It will be my great responsibility to keep the confidentiality of your response and the information obtained from you will be undoubtedly used only for academic purposes.

Thank you in advance for your time and concern!

Sincerely yours

Section I. back ground of the school

1. Name of school _____ the year it is opened _____
2. The location it found: _____ Region _____ woreda _____ kebele
3. The population of teachers () Male () female () Total ()

Section II. Documents analyzed regarding school based management.

1. Minutes and agendas of KETB and PTA committee.
2. Minutes and agendas of teaching staff members.
3. Minutes and agendas of departments and curriculum committee.

Section III. Documents analyzed regarding school goal achievement.

1. Students class room attendance of 2008-2010 E.C
2. Students roster 2007-2009 E.C
3. Students' regional exam results of 2007-2009 E.C