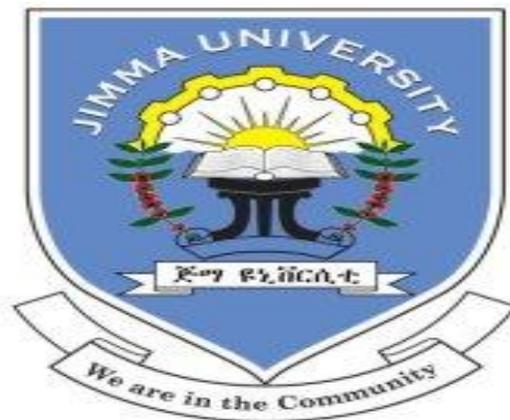# PRACTICES AND CHALLENGES OF DECENTRALIZED EDUCATIONAL MANAGEMENT SYSTEM IN PUBLIC PRIMARY SCHOOLS OF JIMMA TOWN

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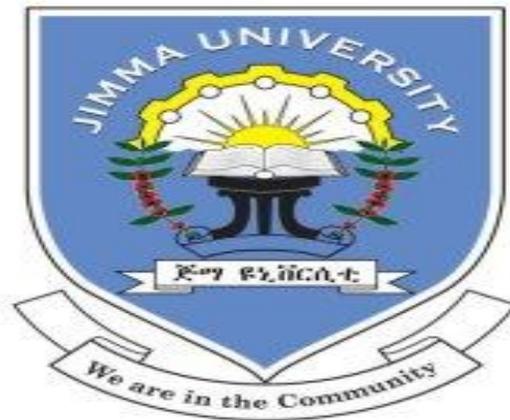
TAMENE AYETA GURMESSA

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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JIMMA UNIVERSITY

PRACTICES AND CHALLENGES OF DECENTRALIZED EDUCATIONAL MANAGEMENT SYSTEM IN PUBLIC PRIMARY SCHOOLS OF JIMMA TOWN

BY

TAMENE AYETA GURMESSA

ADVISORS:

MAIN ADVISOR- MITIKU BEKELE (Ph. D)

CO-ADVISOR- BEKALU FEREDE (M.A)

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DECLARATION

I, the undersigned, declare that the thesis on **practices and challenges of decentralized educational management system in public primary schools of jimma town** is my own work and that the sources I have used are indicated and acknowledged in the references.

Name: Tamene Ayeta Gurmessa

Signature_____

 Date_____

This thesis has been submitted for the examination with my approval as university advisor.

Main advisor - Mitiku Bekele (PhD)

Signature_____

Date_____

Co-advisor- Bekalu Ferede (MA)

Signature_____

Date_____

Place: Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Date of Submission_____

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The thesis on **PRACTICES AND CHALLENGES OF DECENTRALIZED EDUCATIONAL MANAGEMENT SYSTEM IN PUBLIC PRIMARY SCHOOLS OF JIMMA TOWN** is approved for the degree of "Master of Arts" in Educational Leadership.

APPROVED BY BOARD OF EXAMINERS:

	Name	**Signature**	**Date**
Chair Man	_____	_____	_____
Advisor	_____	_____	_____
Co-Advisor	_____	_____	_____
Internal Examiner	_____	_____	_____
External Examiner	_____	_____	_____

Table of Contents

APPENDICES

List of Tables

Abbreviations and acronyms

CRC-   Cluster Resource Center

KETB-   Kebele Education and Training Board

MOE-   Ministry of Education

OREB-   Oromia Region Education Bureau

OECD-   Organization of Economic Co-operation and Development

PASDEP-   Plan of Accelerated and Sustainable Development to End
               Poverty

PTA-   Parent Teacher Association

SBM-   School Based Management

SGM-   School Governing Body

SPSS-   Statistical Package for Social Science

TGE-   Transitional Government of Ethiopia

USAID-   United States Agency for International Development

UNESCO-   United Nation Education, Scientific and Cultural
               Development

ABSTRACT

The main purpose of this study was to assess the practices and challenges of decentralized educational management system in public primary schools of Jimma Town, Oromia Regional State. To be successful in the study five basic questions were raised. The research questions were emphasized the extent to which the decentralized educational management system was being implemented in public primary schools of the town and also, focused on the challenges prevailing for implementation. To conduct this study, descriptive survey method was employed. The sampling techniques employed were stratified random sampling, simple random sampling and purposive sampling. Accordingly, the total of 14 public primary schools of Jimma Town was grouped into 4 cluster resource centers using the stratified random sampling technique. From the four clusters 5 schools were selected as sample schools using simple random sampling, one from each cluster, and two schools from Hermata cluster which has more schools than the other clusters. The sample size was 168 teachers (using simple random sampling) and 5 principals, 20 educational officials (experts), 35 Parent Teacher Association (PTA) members, 5 PTA chair men and 1 town education office head were also included as participants by using purposive sampling technique. The data gathering tools were questionnaire, interview, observation as well as document analysis. Questionnaire was administered to 168 teachers, 20 educational officials and 35 PTA members for a total of 223 respondents of which 222 of them were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed quantitatively using frequency, percentage and mean score while the information gathered through interview and open-ended questions were narrated qualitatively. Results of document analysis were also described. The findings of the study indicated that the extent of teachers and PTA members' awareness about decentralized educational management system, level of implementation of decentralized educational management options practiced in schools and within the education sector and practices of allocation of human, financial and material resources for the schools were generally low. Public ownership practices of the schools were also low. From the major challenges identified allocation of human, financial and material resources for the schools, implementation of quality indicators of the schools and challenges concerning of the school facilities were some of them. To overcome the challenges encountered, recommendations have been forwarded. These include: the work of awareness creation should be intensively carried out using different methods to develop the sense of ownership and self reliance in society, facilitating for providing available and sustainable training programs in different forms to the school community, stake holders and implanters to realize the decentralized educational functions, and giving attention in allocating educational resources and to fulfill the facilities of the schools for the successful quality of education.

CHAPTER-ONE

1. THE PROBLEM AND ITS APPROACH

This chapter presents background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, definition of operational terms and organization of the study.

1.1. Background of the Study

In recent years, reform efforts have been undergoing in a number of countries. New policy initiatives, restructuring, local development approaches become mounting than ever before. In line with this, decentralization of the state structure in general and educational organization in particular became a common phenomenon in both developed and developing countries. Global experiences have shown that many countries both developed and developing have started to favor decentralization to solve the challenges that they encountered in various fields including their educational system. The political and economical debates of 1970s and1980s resulted in the disintegration of the western Keynesian consensus that had favored strong centralized governments (Welsh and MC Ginn, 1999).

The demand of education had been doubled and tripled enrollments. The increased number of teachers and students strained the capacity of centralized bureaucracy to maintain the quality of education that resulted in public dissatisfaction. These and other reasons forced the states of different countries to favor decentralization (Welsh and MC Ginn, 1999).

In general the rationale for educational decentralization can be grouped under three broad categories, which include: educational finance, efficiency and effectiveness and redistribution of political power. These different categories can have interconnections; for example the redistribution of power can be aimed at increasing the efficiency and effectiveness of the education, or the redistribution of power can be aimed at changing the financing of the educational sector (Conyer, 1984; in Winkler, 1989).

Basically, one of the major assumptions behind decentralization is that public sectors and institutions are commonly perceived to be geographically and locally remote from the "people" and it takes decisions with out knowledge or concern about problems and preferences (Rao and Narayan, 1987). The other assumption is that bureaucratic organizations make it difficult to decide on time. These assumptions lead to take decentralization as popular remedy to remove bureaucratic centralism.

The key concept of decentralization is the transfer of decision-making authority to the grass-root level and there by facilities that decision-making at closer renege. It involves the radical shift in authority that enable the local level of government institutions to make decision on various functions that included policy-making, fund raising and developing the curriculum (Winkler, 1989).

On the other hand, decentralizing can be considered as the transferring of planning, decision-making or demonstrative units, semi-autonomous local governments and semi-autonomous public authorities etc. to plant, manage, rise and allocate resources. It is characterized by service delivery which refers to the systematic arrangements of activities in service giving organization with the aim of fulfilling the needs and exception of service users and other stakeholders with the maximum use of resources (Winkler, 1989).

The proponents of Decentralization argue that, it increases the efficiently and the response of government, locally elected leaders know their areas and problems better than authorities at national level. This indicates that physical proximity makes it easier for the citizen to hold local officials accountable for their performance (Rao and Narayan, 1987).

However, educational decentralization as any system cannot be thought as an absolute, which can solve all problems that come through the years of human interactions. Nevertheless, decentralization has becoming a management system in various countries. In support of this, Rao and Narayan, described "decentralization has come to be the gold calf of management philosophy in recent years" (Rao and Narayan, 1987).

Educational decentralization has merits as well as its demerits. Among the expected merits of educational decentralization are the improvements of teaching learning by bringing

decision closer to the implementation point. Besides this, increasing the demonstrative deficiency, motivating the educational officials and maintain financial efficiency by generating additional revenues are some of the major merits of the system (Girmay, 1989).

On the other hand, the demerits of decentralization include the disparity of opportunity between the wealthy and the poor areas in which the poorer areas cannot do so. Sue to the lack of experiences of local personnel and financial crises, wide spread of corruption and improper functions would be prevalent (Girmay, 1989).

The management of education in Ethiopia has come to existence with introduction of modern education. It was the reflection of highly centralized system of the state (Teshome, 1979). Since then, several attempts were made to introduce change but left with little responses (Teshome, 1989). The dissatisfaction of the people with the service provided under centralized system grew over time until it reached to lay ground that made decentralization inevitable. In this regard Rondinelli and Nellis (1986) explained that many governments are forced to choose decentralization as possible solution of the created gap.

Decentralization of education was a recent approach that replaced the highly centralized system that lasted for a number of decades as the result of political and economic transformation that took place in 1991. This phenomenon was followed by structural changes that formed the federal structure of administration with power devolution to the regions. This was strengthened by proclamation 41/ 1993 that defined the power and duties that should be transferred by the ministry of Education to the Regions of Education Bureau.

Decentralizing educational management in Ethiopia has been officially adopted through the Education and Training policy [TGE] (1994), of Ethiopia which provided clear guidelines in stating the rights, duties, and responsibilities of all involved in education. Besides, the policy document on article 3.8 clearly states that: "Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. It will be democratic, professional, coordinated, efficient and effective and will encourage the participation of women. Also the educational institutions will be autonomous in their internal administration and in the

designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and student".

According to Education Sector Development Program (ESDP IV), the decentralized reforms have transferred important responsibilities to the woreda offices, are now fully implemented: Woreda offices exercise their responsibilities, with support from regional offices, within an overall framework developed at federal level. Many offices however do not yet have the required capacity to exercise their responsibilities effectively. School functioning also needs further improvement, in particular concerning school leadership. Irrelevant and uncoordinated training courses have not succeeded in overcoming these challenges: training did not translate systematically into improved work practices. School cluster resource centers need to be strengthened as entry points for capacity development at local level.

On the other hand, according to the Decentralized Management of Education in Ethiopia: A Reference Manual [MOE] (2006), education officials at different tiers of the sub-national offices need to be regularly oriented and re-oriented to update them about the national and regional mission policy, strategy and program of the system. In order to achieve the goals of decentralized educational management there will be need for capacity building at school level, of the school staff, of the community, and of the student body.

Based on this, Oromia Regional state capacitated zonal, woreda and recently Towns administration Educational officials that enabled them to implement the decentralized education management system to achieve the intended educational objectives. Jimma Town is in Oromia Regional state surrounded by Jimma zone. As the quarterly reports of (2003-2004) from public primary schools to town education office shows, the following problems were encountered the schools. These are: lack of participatory, responsible and transparent management of the schools, less participation of parents (community) including PTA members, inadequate allocation of educational resources in terms of human, financial and material, as well as, shortages of the school facilities were the few. Thus, there was a gap of real implementation of decentralized educational management system. Hence, this study was initiated to examine the practices and challenges of decentralized educational management

system in Jimma Town public primary schools. Jimma town was also chosen for the study that, the educational officials that enabled it to implement the decentralized educational management system. Also, since the researcher is working in the area and his stay will help him to study the problem in depth.

According to Anon (1995a) in Ethiopia, the ministry of education is proposing to convert every school into and "community learning centre", offering primary education, literacy and vocational training around a common core curriculum. On the other hand, Rado (2010) pointed out that in decentralized systems, preschool is often considered to be a community service; primary schools in most cases are operated by local self-government. That is why decentralized educational management system is chosen for the study.

1.2 Statement of the problem

Decentralized educational management is the management of education that takes into accounts the following principles: participation, good governance, the development of learners' attributes, checks and balances, the mobilization of resources, legislation, professionalism, integration and systematic administration and management (Wichitputchraporn, 2004). Therefore the centrality of education encourages the attention of all sectors and parents for the effective implementation of decentralized school management, that increasing information both about the range of concern, and commitments of the intended beneficiaries, by providing alternative means to meet those objectives.

Decentralization is the means to create an optimum condition for participation and involvement that could be a key means to solve the problems schools might encounter. In order to attract the interests of different groups and the community, the school principals, staffs and Education officials have to work jointly based on the real school situations.

Decentralization in Ethiopia is one of the instruments in expediting poverty reduction (Tegegne and Kassahun, 2004). Though some desk-based studies along this line have been made, a systematic study investigating the poverty-decentralization link is still yet to come. The authors point out that various studies have highlighted implementation problems such as

capacity, resource and other constraints. There is, however, a need to articulate the achievements of the decentralization program. Community engagement in the delivery and management of schooling is crucial, and is emphasized in the study. There are a number of problems that are still unsolved and playing hindering roles in the school management. In 1994 education and training policy, the objective of decentralizing the educational management is clearly defined that it is to bring and maximize efficiency, relevance and equity. But to realize this stated objective, there are a number of challenges that hinder schools from achieving their goals. Of these, the shortage of finance, shortage of educational materials and lack of schools facilities are some of the few. Further more, lack of commitment among the staff of the schools; education officials and Parent Teacher Association (PTA) are some of the challenges.

However, to the knowledge of the researcher, there was no research conducted on the practices and challenges of decentralized educational management in public primary schools of Jimma town. Due to this reason, the researcher felt that, there was a gap which needs in depth investigation about the status of the current management practices such as the proper implementation, allocation of financial resources; level of participation and commitment of PTA members and adequate school facilities that facilitate the learning environment in line with the issues mentioned in the decentralized educational management manual of Ministry of Education in public primary schools of the study area and to suggest the way of improvements in the process of implementation of decentralized educational management. So, it appears to be timely and worthwhile to assess the practices and challenges of decentralized educational management of public primary schools.

As the researchers experience while working as a teacher and a Cluster Resource Center (CRC) supervisor of Jimma town primary schools, there were many problems of schools. Some of these are: low participation level of PTA members and parents, shortage of finance and problems of school facilities to create good teaching learning school environment were the few.

The purpose of this study was, thus, to find out from practice, the extent of decentralization of educational management system in Jimma town public primary schools and the major

challenges that encounter the schools, in terms of: Adequate manpower capacity to implement the decentralized school management and the level of participation and commitment that enhance the decentralized educational management. Also, adequate facilities that facilitate the learning environment and the extent of allocation of educational resources of the schools at primary school level were the focus of the study.

Thus, this study tried to answer the following basic questions.

1. What is the level of awareness of teachers, town education officials and Parent Teacher Association (PTA) members in public primary schools of Jimma town about decentralized educational management system?
2. What roles and responsibilities have been granted to schools through decentralization?
3. How does the allocation of the educational resources (human, financial and material) practiced in the schools in order to support successful implementation of decentralized educational management?
4. To what extent do Parent Teacher Association (PTA) members and the community participate in school activities and decision-making at primary schools of Jimma town?
5. What are the major challenges that primary schools encounter in the implementation of decentralized educational management system?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to identify the practices and challenges of decentralized educational management system of Jimma Town public primary schools

1.3.2 Specific Objectives

1. To investigate the awareness of teachers, town education officials and Parent Teacher Association (PTA) members about the decentralized educational management system.

2. To investigate the extent of implementation of decentralized educational management practiced in schools and in education sector.

3. To assess the allocation level of human, financial and material resources of primary schools as well as the extent to which the resources are utilized and the management training is given.

4. To identify the participation level of the PTA members in the school activities and decision-making at schools.

5. To identify the major challenges faced in the implementation of decentralized educational management functions in Jimma Town public primary schools.

1.4 Significance of the Study

Quality education always makes great contributions towards the economic and social development of any country. The governance systems of many countries have gone through a shift from centralized governance system to decentralized system to include all the stake holders including those at grass root levels. According to Fiske (1996), Educational governance system deals with the changes in the way school-systems go about making policy, designing curricula, and managing local schools. The decentralized governance system makes effective participation of community, parents, teachers, administration and management in decision regarding curricula, funding, and projects, monitoring to asses teacher and student performance, and over all quality of education. Educational decentralization has the potential to improve accountability, increase parental participation, and increase team work among the teaching staff to enhance the learning outcomes of the students (USAID, 2007).

Nowadays bringing quality education in Ethiopia has become an agenda of educators, politicians and the society at large, but still problems related to quality of education are not yet fully solved. Therefore, this study planned to investigate the practice and challenges of decentralized educational management in public primary schools of Jimma town. Hence, the researcher believed that, this study could have the following contributions.

1. It may address the challenges that exist in Jimma town public primary schools in implementing the decentralized educational functions to community around the school, to educational officials and local government.

2. It may serve as an input for different levels of educational decision- makers i.e. teachers, principals, PTA members and town educational officials to know the current practice of decentralized educational management in public primary schools of Jimma town and implement successfully.

3. The study conducted at this level could be important for the schools management to take corrective measures that other wise could affect the whole system. Therefore, the study could be helpful in creating awareness among KETB, PTA members and the school community.

4. It may help other researchers as stepping stone for investigating decentralized educational management related issues.

1.5 Delimitations of the Study

The study investigated the practices and challenges of decentralized educational management system in public primary schools of Jimma town. Because, according to decentralized management of education in Ethiopia: a reference manual (MOE, 2006); the major aspects of governance of primary and secondary education were transferred to Town administrations/districts and KETB. But, due to time and budget constraints, issues related with secondary schools were not included in the study. To make the study more manageable and feasible, the study was delimited to five (35.7%) government primary schools of the town.

1.6 Limitations of the Study

It was obvious that research work can be not totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation was shortage of books or lack of updated related literature and similar research works on the topic, especially on Ethiopian condition. Another limitation was that most of primary school teachers, educational officials and PTA members were reluctant to fill in and return the questionnaire

as per the required time. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.7 Definition of Operational Terms

Authority: the legally prescribed power for principals, education officers or PTA members to make decisions and direct actions.

Centralization: the amount of decisions to be made at the center (at the administration above the school level).

Challenges: factors that hinder the implementation of decentralized educational management.

Decentralization: the amount of decision that can be making at the lower level of management (schools).

Education officials: refers to experts who have connection with the educational profession and those are in the position of authority at towns' education office.

Participation: is a process during which the stake holders of the schools are given the opportunity to become actively involved in the program development, implementation and evaluation of the schools strategic plans.

Public primary schools: free local schools paid for by the government and provide free education for children between 7 and 14 also, may be above years old (grades 1-8) according to the new education and training policy of Ethiopia. And the teachers in this case are those who teach at this level.

School community: refers to teachers, administrators, students and the students' families.

1.8 Organization of the Study

This research paper has five parts. The first chapter presents the background of the study, statement of the problem, objective of the study, significance of the study and delimitation and limitation of the study, with definition of terms and organization of the study the second chapter is devoted to review of related literature. The third chapter presents the research design and methodology. The fourth chapter deals with the presentation and analysis of data and the last chapter presents conclusion and recommendation.

CHAPTER-TWO

2. REVIEW OF THE RELATED LITERATURE

The second part of the research presents relevant literatures related to the general concepts of the implementation of decentralized educational management system and the prevailing challenges. Published books, journals, reference manuals and research reports are reviewed and briefly presented.

2.1 The nature and concept of Decentralization

In history it is possible to identify some periods with different trends and attitudes to decentralization. The colonial period (1940's and 1950's) is the typical example, which the colonial governments were keen to establish system of governments that were a copy of their former colonial masters and few of them used to follow different system. The 1970's were characterized by integrated rural development and a need for local initiatives to be advocated in favor of some degree of autonomy. In 1980's the view was manifested in strengthening the local governments (Conyers, 1984; Winkler, 1989).

Many countries have their own reasons to implement decentralization policy based on the socio economic and political situation of their own nation. Among the various reasons: to respond to changes and priorities, to increase productivity, to sustain equitable distribution and to gain political power are some of the few (Rondinelli, Abdulaziz, in Jeilu Umer, 2001).

A decentralized system is characterized by the exercise of substantial power at the local level on many aspects of primary education, subject to some limited control by the central government. Responsibility may be decentralized to a region, a province, a district, a town, or an individual school or a group of schools (World Bank, 1997).

The first concept, vertical decentralization simply means the number of tiers a government contains. A state with about five levels of tiers has a more vertically decentralization

governmental system than one which has only a simple tier (Thomas Jefferson cited in Treisman, 2002).

Secondly, with decision-making decentralization, Bird (cited in Treisman, 2000) argues that the central question with respect to political decentralization is 'who decides?' Here, the authority to make political decisions is distributed among different tiers and if the right to make political decisions is assigned to one tier of government or another it would not be clear to add up and compare the rights assigned to each to arrive at a composite measure of decentralization.

Thirdly, appointed decentralization is concerned with the level which officials are appointed and dismissed. The appointments are made from above, the lower the appointed decentralization becomes and sometimes the authority to appoint is not congruent to dismissal. Further more, electoral decentralization also functions mostly within democratic systems. Here, local officials can be either popularly elected or appointed by higher-level elected officials.

In addition, fiscal decentralization concerns the way tax revenue and public expenditure are distributed among the different tiers. Tax revenue decentralization is greater if the share of total tax revenue received by sub national tiers is large.

The last concept, personnel decentralization also focuses on how administrative resources are distributed. Personnel decentralization is greater if the share of administrative personnel employed at lower tiers is greater.

The researcher adapted from the concepts of several patterns of decentralization was several scholars. In this research study, the researcher applied the concept on the management tasks of schools. Based upon the National Act B.E. 2542, this concept focused on the tasks of schools as legal entities in terms of academic management, budget management, personnel management and general management (Wichitputchraporn, 2004).

School-based management can be defined as the systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to

school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability. School decision-making is often broken down into different domains, the four most important being personnel management (appointing and dismissing teachers, establishing salaries), financial resources (school budget formulation), student policies (disciplinary and assessment policies) and curriculum and instruction (course content and textbooks). Infrastructure development and maintenance as well as security are other domains of interest (Caldwell, 2005).

2.2 The Meaning of Decentralization

The term decentralization has several meanings and many agree that the concept is complex and difficult to define precisely. It lacks clarity due to several connotation and interpretation it is attached to. Never the less, it essentially addresses it self to the transfer of decision-making authority from higher to the lower levels. For the purpose of this paper, the following definitions are enough. According to Bray, (1985) decentralization is the transfer of decision-making power from higher level in an official as the "extent to which authority to make decision is distributed among the roles in an organization" (Brown, 1990). This definition is narrower in scope and mainly show decentralization within an organization which refers to the administrative part. On the other hand, Conyer 1983, defined decantation in a broader sense that refers to any transfers of authorities to plan, to make decision and manage public functions from national level to an organization or agency at sub-national levels. Other authors such as, Forestall and cooper, (1997) briefly state that, decentralization is "to move decision making authority from the center to the user of the service". This definition induces both administrative and political organization.

Decentralization is about shifts in the location of those who govern, about transfers of authority from those in one location or level vis-à-vis education organizations, to those in another level. The location of authority is expressed in terms of the location of the position or the governing body (for example, the district level). Four possible locations of authority are considered in this monograph: the central government; provincial, state or regional governing bodies; municipal, county or district governments; and schools (UNESCO, 1999).

In either ways, definitions of decentralization indicate that it is essentially an issue of transfer decision making authority from the center down to sub-national or the unit of the government.

2.3 The Rationales for Decentralization

The main reason put forward to support decentralization is that principals, teachers and parents are best placed to make decisions about how a school's resources should be organized to meet the needs of students and the wider community. The improved management and accountability of schools under school-based management can lead to improved education outcomes such as increased test scores and reduced drop-out rates. Moreover, school autonomy had the strongest influence on the overall quality of school organization (John, chubb & Terry, 1990).

Other potential benefits from decentralization include increased efficiency and innovation in the delivery of education, reduced education bureaucracy, increased responsiveness of schools to the needs of local communities, strengthened accountability and increased engagement with, and financial support for, schools. Increased self-management for schools is also an important part of any strategy for introducing greater choice in education-whether through the abolition of school zoning or the introduction of vouchers-because increased self-management provides public schools with the freedom required to compete amongst them and with more autonomous private schools.

The requirement of democratic legitimacy calls for open decision-making procedures even at the expense of professionalism. From the point of view of decentralization the question is: who do the schools belong to? Are educational services the exclusive concern of national interests, or they should serve the interest of local communities and/or the clients of the service, too? The answer rarely locks out the interests of the second group. Ensuring local control over public services of local interests is one of the strongest arguments in favor of decentralization. There are two possible sources of legitimacy: democratic decision-making and the professional quality of decisions. There are certain rationales for decentralization that emphasize democratic legitimacy, while other justifications are based on

professionalism that ensures efficiency and quality. Decentralization is aiming at strengthening democratic legitimacy of decision-making, "assigning power to make decisions on education to citizens or their representatives at lower levels of government" (Fiske, 1996).

According to Maclure (1993), since central governments are increasingly unable to direct and administer all aspects of mass education, decentralization of planning and programming will result in improved service delivery by enabling local authorities to perform tasks for which they are better equipped. Also, since mass education has placed an inordinate strain on state resources, decentralization will improve economies of scale and will lead to more appropriate responses to the particular needs and situations of different regions and groups. Moreover, by engaging active involvement of community and private sector groups in local schooling, decentralization will generate more representativeness and equity in educational decision-making, and thus foster greater local commitment to public education.

2.4 Forms of Decentralization

Decentralization can be in the form of political, administrative, fiscal and market decentralization. But the precise definitions are not as important as the need for a comprehensive approach in applying them in our countries. In Ghana, for example: political decentralization took the form of creating District Assemblies and sub-district structures such as urban, town, area councils and unit committees which provided a platform at the local level for the people to deliberate, legislate and execute actions necessary for the development of their areas (Owusu *et al.,* 2005).

Administrative decentralization deals with the transfer of responsibility for the planning, financing and management of certain public functions from the central government and its agencies to field units of government agencies, subordinate units or levels of government.

The three major forms of administrative decentralization are: de-concentration,   delegation, and devolution. While de-concentration is the redistribution of decision- making authority and financial management responsibilities among different levels of the central government, delegation, is a more extensive form of decentralization in which the central government

transfers responsibility for decision-making and administration of public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to the government. Devolution is a situation in which the government transfers responsibilities for services to municipalities that elect their own mayors and councils, raise their own revenues, and have independent authority to make investment decisions (http://www.Ciesin.org/ decentralization. Retrieved 06/09/09).

Fiscal decentralization is the situation in which decisions about expenditures of revenues raised locally or transferred from the central government are done by the local authority. The Economic or Market Decentralization is the most complete form of decentralization from a government's perspective as there is a shift of responsibility for functions from the public to the private sector. Understanding the differences between the distinct types of decentralization is essential because they determine the amount, type, and permanency of authority to be transferred. (http://www.Ciesin.org/ decentralization. Retrieved 06/09/09).

2.5 An overview of decentralization in some African countries

Until the mid 1980s in Africa, there was not any clear cut distinction between the State (the various sectors that constitute it) and its political structure. The deterioration of public utilities especially in the areas of health, water, education and transport exposed the limitations of the centralized form of government. The redistribution of public monies was done in the urban centers to the neglect of the rural areas which were deprived of the national resources and foreign support (Adamolekun *et al*., 1988).

Community participation approaches developed in the areas of health, water and education incited the creation of numerous civil associations which champions the grassroots initiative. Villages began to constitute territorial and socio-economic labour units. External partners invested at the local level and the most popular discourse dwelt on direct development at the grassroots without passing through the State. A typical example is the rapid development of community schools as far as the education the strategic repositioning of external partners are concerned (Bossert, 2002).

Decentralization, since the middle of the 1980's is transforming the structure of governance in Africa since most countries have started transforming power, resources and responsibilities to their sub national governments. The introduction of decentralization democracy is the most important determinant of decentralization in Africa. Most citizens and donor organizations consider decentralization a practical way of hiring services to neglected peripheries, obtaining more equitable distribution of public services and increasing popular participation.

Traces of decentralization in Nigeria dates back to a long time before independence in 1960 but it was in 1999 that the federal constitution decentralized and distributed power among the federal, 36 states and 774 local governments. Under the decentralized arrangement the federal government allocates 24 and 20% of its gross revenue to the states and local government respectively. Despite this demarcation of powers among the federal, states and the local areas the federal government still influences operational and institutional arrangements in the states and local governments. A major problem noticed with the Nigerian decentralization was the overlapping of responsibilities which creates policy conflicts, duplication of efforts and inefficient se of resources. There was also the lack of decentralization of management. Project planning and implementation decisions are headquarters-based without adequate consultation with the local communities. In addition there are serious resource constraints which make it impossible for the local governments to fulfill their responsibilities (Cheema (1993) ftp: //ftp.fao.org/sd/SDA/SDAR/Nig-eria.pdf. retrieved on 10/09/09).

With respect to decentralization in Zimbabwe, started in the 1980s, it is on record that some important improvements have been achieved in rural communal areas in particular the extension of services and increases in local revenues and popular participation. The problem of continued financial dependence of the district councils on the central government is still noticed with decentralization in Zimbabwe (Mutizwa- Mangiza, 2009).

In Ethiopia, decentralization took the form of the devolution of power and fiscal resources from the federal and regional governments to the local areas (woredas) in 2002 - 2003 appear to have improved the delivery of basic services in education, water and health.

According to surveys carried out decentralization in Ethiopia narrowed the gap in educational outcomes between disadvantaged and better-off woredas, especially in the south (Rajkumar, 2008).

The decentralization in Nigeria, Zimbabwe and Ethiopia discussed so far shows an impressive institutional creativity in Africa. Rural areas on the other hand are receiving priority over urban ones in the current decentralization trends in Africa (Borosio, 2000).

2.6 Decentralization advantages and disadvantages
2.6.1 Advantages of Decentralization

A new enabling environment of democracy and decentralization has begun to take shape in the past few years. Both of these institutional changes address the powerlessness of the poor and make a fundamental contribution to sustainable human development. They exclude factors that perpetuate poverty by giving voice and representation to the poor to remove social constraints and administrative obstacles and to promote better public services.

Poverty reduction has to be a part of an overall effort to deepen democracy and to empower local stakeholders, to improve human rights to create local employment and to improve local livelihoods. For these reasons, it has become one of the highest priorities of multilateral and bilateral agencies and national governments (Work, 2002).

Decentralization represents a potential to benefit people by: Increasing people's participation and access to decision-making, especially for the poor; it increases the range of people's choices. Decentralization is also good because it improves innovation and creativity arising from improved interaction between people and their governments. It facilitates transparent decisions and bringing services closer to the people. Decentralization also delivers effective, sustainable services in real time. Fostering strategic alliances and partnerships resulting in local solutions to local problems is another advantage of decentralization. It helps in getting the job done with less. Making more responsive leading to greater transparency and accountability is also one of the advantages of decentralization for the government. Another advantage of decentralization is reducing costs and bringing higher quality services.

Viewed from a purely public management and administration perspective (Roux *et al*, 1997), decentralizing of executive functions has the following practical advantages. First, since decentralization suggests that institutional functions are brought closer to the client, activities can be completed more rapidly (response time). Consequently, delays at the service delivery point can be avoided. Second, adaptability and flexibility of activities (responsiveness-needs based) can be enhanced because offices on the lower organizational level are better informed about local conditions in which the services need to be delivered. Third, centralized regional or branch offices can free the head office personnel of routine (operational) activities. The very personnel will be afforded the opportunity to spend more time on strategic, long-term planning and over-all policy making.

Furthermore, decentralization reforms open the way for multiple level planning systems and new, non-hierarchical forms of inter-governmental coordination as well as accountability of local governments both to the national government and local constituents. With new authority and resources to plan and deliver services comes the opportunity for local authorities to adopt participatory approaches to local level strategic planning, budgeting and capital works programmes. Decentralization can, therefore, lead to improved local governance with a focus on partnerships between the local community and the private sector (Romeo, 2000).

2.6.2 Disadvantages of Decentralization

In reality, there are a host of constraints to enabling decentralization to live up to its potential. Some can be traced back to history, especially relating to the level of centralization inherited from the colonial period (Work, 2002).

Decentralization constraints that include: The technical and political capacity gaps that exist make it difficult to transfer power from the centre to the periphery. Next, the current political power dynamics continue to make it difficult to make the transition to people-centered governance, with all its implications for empowerment and participation. Besides, decentralization remains subject to political manipulation and central control, and also, possibility for subversion through disruptive interference by powerful and undemocratic

local elites. It includes disenchantment of people if insufficient financial resources are made available from the central government.

In addition, lack of local institutional capacity to fulfill their given mandates Viewed from a purely public management and administration perspective (Roux *et al*, 1997), decentralizing of executive functions has the following practical disadvantages: First, decentralization of activities to regional or branches offices may cause coordination and control problems as a result of extended lines of communication. Second, standardizations of activities can be more difficult to the fact that utilization of labor-saving devices and aids are expensive and difficult to provide to all lower level offices. Indeed, the situation of respective district education, health and social development offices throughout the Eastern Cape Province in and case in point. Third, personnel who are scattered over large geographical areas and need to function within particular local circumstances can hardly be expected to be treated on an equal basis with the personnel of head office. Lastly, decentralization may make specialization more difficult because activities are deconcentrated to various lower level offices, often with divergent needs.

2.7 Decentralization of Educational Functions

The centralization-decentralization of education refers to the disaggregated provision of educational services through its various component or functions. These components mostly composed of: school organization, curriculum design, teaching methods, student evaluation, textbook production and distribution, teacher recruitment and pay, school construction and rehabilitation, education financing, and parent-teacher linkages (World Bank, 1997).

Therefore, the educational functions of the school incorporate the characteristics of service delivery and the systematic environment of schools. The systematic environment is composed by the functional governance instruments that are used in order to set goals for educational services. Also, through which all sorts of resources like financial and human resources, knowledge and information, instruments used in the process of teaching and learning, etc., are allocated to the schools (Peter, 2010).

Together, these components create a space within which schools are operated and managed, and within which the staff of the schools can consider how they provide educational services. In decentralized education systems most polices are implemented through these instruments. The most important ones are: Management of education, allocation of financial resources, curriculum and standards ("content regulation"), quality evaluation, initial teacher training, professional services (among others: in-service training); textbook publishing and the supply of teaching materials and information systems, research, and development (World Bank, 1997).

2.7.1 School Organization

The school organization represents the establishments of minimum schooling requirements that include the structure of elementary and secondary schooling. Except a very few countries decisions about school organization are highly centralized. However, providing educational opportunities to all children necessitated the decentralized school organization rather than centralization. The inequalities in service provision between regions, income groups, urban and rural areas is one of the unequal educational opportunities is the result of resource allocation decision made by the central ministry of education. Where as, unequal educational opportunities may result in difference in wealth or tax base between local or regional governments in decentralized school system (Winkler, 1989).

The definition of the role of different actors is often considered in relation to the structure of schools. Indeed, the enrollment areas of different types and levels of schools partly determine the management level in which responsibility is worth placing. In decentralized systems preschool is often considered to be a community service and primary schools in most cases are operated by local self-governments.

In case of organizational and human resource capacity, decentralization requires organizational capacity and people with technical skills that can operate properly to achieve the desired goal which are very scarce at local level. The process of developing this capacity is a time taking and expensive which is not affordable at a time.

Implementation of decentralization measures has brought in its wake new organizational arrangements at all levels of educational management. The school management committees, parent/teacher associations, school cluster committees, village education committees, and various other bodies being created at the district and block levels, represent this phenomenon. This has also raised the need for fundamental changes in the roles and relationships among different stake holders in the field (Myrad, 1968). For instance, the new education and training mooted for South Africa requires "greater focus on the structuring of power relations between key stake holders and the levels of government and the school implications in terms of the implementation of decentralization strategies (McLennan, 1995)."

2.7.2 School Finance

Financial responsibility is a core component of decentralization where the fiscal autonomy is a main concern to measure the extent of decentralization that is applied to a system. Most decentralization strategies, whether openly or not, seek to transfer some degree of financial responsibility for education to regional and/or municipal governments or the private sector. Assuming that resource mobilization capacity exists at lower levels, (for example, through taxing authority or privatization plans), a reasonable degree of responsibility for financial decentralization can be healthy for the development of education. Quite simply, when regional and local governments are investing their own resources, they tend to take greater care in how the money is spent.

Governments use various approaches to decentralize financial responsibility. One is simply to transfer responsibility to the provinces. Another approach is tied to growth in the educational system, such as hiring more teachers, financing new construction, or buying more instructional equipment. Still other countries try a block grant approach in which each autonomous community could select and pursue its own priorities-for example, using funds generated regionally and nationally (Washington, DC: The world Bank, 1994).

2.7.3 School Facility

Decentralization creates a special set of legal issues with respect to facilities. Without local control over property, local authorities may have little true autonomy. Questions to be addressed include: Who will own the school facilities? Will the central ministry have the power to establish uniform facility standards? Who will be responsible for the maintenance and repair of school and other buildings? And how is equity issues addressed with respect to facilities?

Ownership of school facilities has important legal consequences. With ownership comes responsibility for maintenance and repair, and potential liability for substandard facilities. If ownership is to be transferred to local authorities, it is important that they be given the human and financial resources to enable them to discharge their responsibilities. A transfer would also require that the facilities be properly priced (unless they are transferred cost free).

If ownership of facilities (or responsibility for their maintenance) is to be transferred to local authorities, health and safety concerns provide strong reasons for maintaining central standards in the design and construction of school buildings, and a central capacity to ensure that standards are maintained.

Uniform bidding requirements, accounting standards, and inspection procedures would normally be set within a geographic or functional subdivision to ensure that money is spent appropriately. If left solely to the discretion of local authorities, there may be abuses.

The final legal issue concerning facilities revolves around equity. It is clear that the physical environment has an impact on student learning. Moreover, some education requires certain facilities (science laboratories, computer systems, technical laboratories). Any decentralization effort should ensure that students in diverse settings will have comparable facilities.

In decentralized school system, the communities are expected to be the sources of finance for all the school functions, in general and particularly in construction. They always

construct schools using local material and construction standards. In mixed model the central government may construct school by using different regional standards or the community may construct its own school by following the central government standard for the school to be accredited and stated. Now- a-days, the school construction is another component in developing countries particularly in Africa and Asia. In many countries the central government offers an implicit matching grant, by promising to staff the school construction, expecting all the rests from the local community, like eastern Nigeria, Kenya, Zimbabwe and India (Winkler, 1989).

2.8 Strategies for the Implementation of Decentralized Education System

Different countries follow various, approaches and strategies to launch decentralization according to the real situation of their social, political, economical and cultural conditions. There are no generic organizational and management strategies of educational decentralization. Typically, specific strategies are keyed to specific goals. Thus, successful decentralization requires knowing the stated and unstated goals driving reforms. As E. Hanson, (1997) there are at least eight, often interrelated, reform goals. These are: In the first place, accelerated economic development: This is often desired outcome of decentralization. Next, increased management efficiency: Is a stated goal of (such as faster decision making, reduced bureaucracy or increased commitment). Again, redistribution of financial responsibility: This is a primary goal seen often in recent years (for example, in Argentina, Chile, Colombia, Mexico, Nicaragua, and the United States). Multinational Leading/donor organizations require countries (such as Argentina be between 1989 and 1991) to reduce their level of central government spending before extending a loan or grant (Novick and Gonzalez, 1997). Under this arrangement, educational expenditures are often passed down to regional and local levels.

Additionally, increased democratization through the distribution of power: First, the national government devolves authority to select (or all) Regions in order to dissuade them from initiating acts of rebellion. The second major variation uses decentralization as a means to reinforce the state's legitimacy. Greater local control through deregulation: Is another type of reform goal, so that, driving this goal is the notion that increased flexibility at the school

level will permit decision making to be faster, more informed, more flexible, and more responsive to local needs than decisions made in the Capital city. Moreover, market-based education: Through the use of government financed per-pupil subsides such as vouchers, parents can enroll their students in public or private schools of their choice. The rationale is that when schools are required to compete for students in order to survive and prosper financially, the quality of education will improve (Schiefelbein, 1991).

Neutralizing competing centers of power: Is also a type of reform goal which is usually part of a hidden agenda. Under the guise of decentralization, Power is taken from influential groups, such as teachers unions, city Mayors, state governors, or political parties, and transferred to other groups more supportive of ministry policies, such as parent councils or municipal governments. This happened in Chile and Mexico (Cortina, 1986).

The eighth type of reform goal is, improving the quality of education: Almost all decentralization reforms identify this as a goal. The expectation is that decision making closer to the school level will better adapt the curriculum to local settings, foster a greater sense of ownership, Improve student and teacher motivation, encourage parent participation, and increase community willingness to contribute financially to schools.

Thus, the central government has to be capable to taking the interests of the society in to consideration, conduction close supervision and providing supports and the other strategic approach that can facilitate the application of decentralized educational functions.

2.9 Global trends in educational decentralization

Decentralization has been a key feature of recent educational reforms in many countries. Governments favoring this option typically implement a system of block grants (conditional grants) for social (or educational) spending to local authorities. Grassroots, local government are then responsible for supplementing these grants with local resources through tax revenues or private sources and for deciding how to spend funds to meet local needs (Anon, 1995a).

In principle, decentralization is intended to make the educational system more flexible a responsive to actual needs by giving local authorities, schools, educators and parents more say in educational decision-making. This has heightened interest in a wider choice of schooling options between private and public schools, and diversification within public education in Organization of Economic Co-operation and Development (OECD) and some middle income countries.

Most OECD countries have decentralized much decision-making either to the school level or to a combination of the school and local authority levels (Belgium, Denmark, Finland, Germany, Ireland, New Zealand, Norway, Sweden, United Kingdom, and United States).

School-based decisions typically concern the organization of instruction (school choice, instruction time, textbooks (LSM), teaching methods and assessment of regular pupil work) and/or planning and structures (opening/closing schools, programmed and curriculum choice and examinations/credentials). Although it is still too early to assess the impact of the changes under way in the middle income countries of central and Eastern Europe, the shift in ideas governing the management and financing of their educational systems has been significant. In some cases, this has led to greater decision-making on recruitment and salary levels at school level (Anon, 1995a).

In others, decentralization has been taken much further. For example, the Russian Federation's July 1992 Education Act leaves local education authorities completely free to decide on teaching methods, curricula and textbooks, provided that graduation examinations meet minimum government standards. Private, municipal and cooperative educational institutions are now allowed to operate alongside the state system. School funding has been reorganized on the basis of an index-linked government grant per student (norms and standards) including in private schools to be supplemented by appropriations from local authorities, fee-charging and tax-deductible grants from enterprises (primarily the private sector).

Anon (1995a) contends that, in practice, decentralization often implies a degree of privatization. A distinction must therefore be drawn between countries that decentralize their

educational system for increased flexibility in education itself and those where decentralization is primarily a means of reducing the central government's administrative and, especially, financial responsibility for educational expansion and quality. Indeed, in many developing countries decentralization has simply meant fewer funds for education in poorer regions, hence a widening gap in quality between the rich and the poor. In what follows, highlights are given of decentralization in Latin America, Africa and some OECD countries.

2.10 African trends in Educational Decentralization

In Africa decentralization was a common theme in the democratization of nation states and institution building efforts that accompanied structural adjustment in the 1980s and into the 1990s. In the education sector, however, decentralization programmers often failed to take account of the lack of personnel and financial management skills at the local level. This was compounded by the weakness of supervisory and planning capability which frustrated rationalization generally and exacerbated by the effects of structural adjustment programmed and reduced public spending. As a result, the state of education in many African countries remains dire (Anon, 1995a).

During the 1980s, overall enrolment in primary education in Africa grew by 2.2% per year, whereas the school-age population continued to increase by more than 3%. In over a dozen African countries enrolment declined in absolute terms in the late 1980s. Forty percent of primary-school pupils fail to reach the final year. Repetition rates, estimated to average 23% in the first grade of primary education, are higher in Africa than in any other region of the world. Data on Swaziland show that children from a poor rural background take an average of 12 years to complete the seven-year primary curriculum and that nearly half do not finish.

 In Africa, generally, the gender gap remains wide: two-thirds of girls get no secondary education and adult illiteracy is over 60% among women as compared with 40% among men. Increasingly widespread fee charging contributes to the decline in enrolment and the high dropout rates in many countries, but another important reason is the changing public perception of schooling. With the reduction of state bureaucracies and rising urban

unemployment, school is no longer seen as a reliable stepping stone to a career in the public service. The continuing economic crisis is also an obstacle to progress in gender equity.

Increasingly, girls are supporting their families as boys move to cities in search of work. A study in Uganda found that the poorest parents were withdrawing their children from schools, starting with daughters, because fees had risen." Nevertheless, decentralization is likely to remain on the agenda as a means of achieving greater relevance to local needs. According to the director of UNESCO's Basic Education Division, "countries are looking for ways to provide education for all through vehicles that transcend the formal or non-formal models, and that are village or community-based." In Ethiopia, for example, the Ministry of Education is proposing to convert every school into and "community learning centre", offering primary education, literacy and vocational training around a common core curriculum (Anon, 1995a).

In Mali where 80% of rural children have never been to school, the Ministry of Basic Education has proposed an alternative strategy for the expansion of basic education: "It is essential for the traditional beneficiaries (that is, the communities, parents and children) to be seen also as the decision-makers, to accept them as such and, in so doing, give them the room they need to manage the education system". "Generally, a curriculum relevant to the lives of children and taught by well-trained educators from the community is now seen as a key component of successful educational reform." Curricula are being adapted to community needs, especially in the field of science. For example, in Zimbabwe the primary-school curriculum covers pest control, animal diseases and agricultural productivity (Anon, 1995a).

However, the attractiveness of using locally recruited educators and specially designed curricula to improve educational access and enrolment has to be seen in the light of the risks posed by the creation of what may amount to a "less formal" system of education operating alongside the conventional system – enter a dualistic system of education. The key question is whether such strategies by reducing educators' qualification standards create trade-offs between short-term access and long-term quality objectives. "Reducing qualification standards, and consequently depressing salary levels, flies in the face of conventional

wisdom on the sustainable requirements for recruitment, retention and motivation of good educators" (Anon, 1995a).

2.11 Trends from Case studies-decentralization in action in Selected Developing Countries

Whereas devolution is often the form considered "true decentralization" often in practice, particularly in the case of developing countries, the focus is on tamer forms of decentralization. Moreover, all governmental systems are likely to have elements of devolution, deconcentration and delegation (Work, 2002). As a consequence of this, clear delineation of forms of decentralization is not always possible. A small sample of country case studies to illustrate the diversity and complexity of types, degrees and approaches to decentralization is discussed below.

(a) Jordan:

Rationales behind the adoption of decentralization policies – stimulate and increase economic growth by reducing the role of the public sector and increasing that of the private sector through active participation and engagement. Decentralization results from a combination of deconcentration, devolution and delegation of authority and resources to a variety of structural forms of government. In an over view enabled by legislation (Civil Service By law of 1998), decentralization of government services and sustainable human resource development has become a reality. The decentralization implemented in Jordan was resulted in the transfer of central employment authority, of the Civil Service Bureau, to governors in districts and provided the formation of personnel units in every district. To this implementation, the committee roles are to advertise, recruit and hire civil service employees in districts.

Also as the largest Ministries Health and Education, whose workforce represents 87% of the total civil service staff complement, they have institutionalized the principal of regional distribution of services and delegated most of the Ministers authorities to the Regional Directors. Ministry of Education has delegated financial and administrative authority to local units reconfigured the ministry itself to be more responsive to the needs of local

governments. Additionally, the Ministry has empowered local level decision makers to become responsive to their constituents through participatory budgeting practices. Jordan is also in the process of decentralizing authorities of the Ministries of Interior, Municipal, Rural and Environmental Affairs, as well as the Cities and Development Bank (Work, 2003).

(b) Tanzania:

In Tanzania, Post-independence the government adopted a number of decentralization measures geared towards promoting rural and urban development. Whereas central government administrative structures improved through these decentralization initiatives, actual participation by rural and urban people in the development process was not realized. Decentralization was therefore more of deconcentration than devolution of power through local level democratic institutions.

Tanzania's ongoing political and economic reforms demand effective decentralization in which the involvement of the people, directly or through democratically elected representatives, is given utmost importance. Accordingly, the civil service reform aims to achieve a smaller, efficient and effectively performing public sector. In other words, Local government reform, captured in the Local government Reform Agenda 1996 – 2000, focuses primarily on political devolution and fiscal decentralization. The Agenda amends local government laws and increases resources available to local government authorities, serving to improve the management of these resources (Work, 2003).

(c) Uganda:

 Uganda's decentralization reforms, to district level, date back to the early 1990s. A new constitution, adopted in 1995, devolved responsibilities and power to local government. The Local government legislation, in the form of the Local Government Act of 1997, deepened reforms by giving authority to local councils at the sub-county level to increase revenue and initiate and sustain development projects. For instance, Fiscal decentralization has accompanied decentralization of responsibilities. Sub-counties may now retain about 66% of revenue collected within their area. Even in the face of meager resources, transfers from

central government are rare and often conditional by nature. On the other hand, broader reforms are still necessary to achieve effective participation by local communities. As a result, local leadership is held back by illiteracy, lack of knowledge of government procedures and low awareness of human rights (Work, 2002).

(d) South Africa, Columbia, Brazil and Philippines

 These four countries are considered politically decentralized since they all have elected local officials and councils. For this purpose, all approve their own budget and generally, with the exception of Columbia, have tax-rate setting autonomy. Besides, all local authorities have borrowing powers and have defined formulas for local government transfers. And all levels of government have assigned expenditure responsibilities (Work, 2002).

 2.12 Trends of Decentralization of Educational Management in Ethiopia

Ethiopia had made several attempts to decentralize educational management that resulted in little gain. The process of transferring authority to the regional or local community to manage their educational affairs has passed through many hardships which are connected with several challenges. Among these infrastructure, communication and the topography of the country were the significant owns that played a hindering role in addition to the cultures and politics.

The document of the new policy stipulates that decentralization improves efficiency, access, equity and quality of education. It emphasizes on the necessity of school autonomy with full responsibility, authority and accountability to the benefit of the society. Proclamation 260 of 1996/97 laid the legal base for the community to involve in the school affairs that is practiced through the established school committee. Now a day, schools are running their function following the new structural line with five layers. These layers are school, Cluster Resource Center (CRC), Woreda (Town), region and central ministry in bottom-up direction.

The education system once highly centralized has been decentralized with major devolution of powers to the regional levels. The ministry of education which in the past responsible for all aspects of public education was seriously down scaled in terms of size and authority. The role of the ministry is clearly defined and reorganized. All schools and primary teacher training institutions are made to be under the jurisdiction of the regions. The major activities such as planning and programming, developing curriculum based on national policy and strategies, the production of educational materials, constructing school and the like are the responsibilities that have gone down to the regional administrative level. The new education and training policy, issued in 1994 brought a major change in curriculum by stressing the importance of educational relevance. It states, "Make" education catering to the needs of individuals at all levels (MOE, 1994). The designed decentralization has been put to practice through the established structure of regional and local governments and consolidated by series of proclamations.

In general, the Transitional Government of Ethiopia (TGE) has initiated the political and fiscal decentralization that was confirmed by proclamation No.41, 1993 that states the power and duties that is divided between the central and regional administration levels.

The Rationale in Brief:

The Federal Democratic Republic of Ethiopia comprises nine national states and two autonomous cities with special status. The Constitution Promulgated in 1995 is the "Magna Carta" of the Federation.

The country is committed to democratic governance that respects the rights of its citizens, nations and nationalities. To realize this, the decentralization of government and devolution of power gradually took place in the last one and a half decades. One rationale for decentralization was to bring about accountability and decision making closer to the people. It is envisaged that local and community inputs into the decision making process is one component of the woreda decentralization (MOE, 2006).

In the five Plan of Accelerated and Sustainable Development to End Poverty (PASDEP) (2005/06-2009/10) decentralization to the regional states and now to the woredas and

kebeles is "the centerpiece of the Ethiopia's strategy to ending poverty both to improve responsiveness and flexibility in services delivery, but also to increase local participation and democratization of decision making".

Important steps have taken place towards decentralization and the focus now according to PASDEP is on "refining the functions" and enhancing the capacity to do those functions during the plan years. This reference manual looks at practical ways in which decision making and implementation can be strengthened at all levels, with particular emphasis on local level actions such as at woreda and school levels (MOE, 2006).

In general terms according to the current five year plan (PASDEP) the following seven steps are envisaged in order to fine the decentralization of education: Gap analysis of woreda functional assignment and remedial actions, Promulgation of legislation in all regions for the devolution of powers to woredas, clearly defined functional assignments and a legal framework for the functions between tiers of government, wherever this is lacking, development of reference manuals and guidelines on accountability and transparency in local governments, completion of personnel transfers and ensuring facilities in place at the woreda level, Preparation of human resource development strategies at the regional level and Program of training for woreda council's executive organs and civil services.

One of the most important keys to providing education for all as in (MOE, 2006), is the improvement of parents and community in the school, particularly mothers. At present the involvement of the community is mainly limited to fund raising and contributions in labour for school construction, but there are many more ways in which their involvement can improve both educational access and quality. For the local population, including parents, teachers, and community at large, the last stage of the ladder implies taking full responsibility in considering the rationale, implications, and potential outcomes of educational programmes. Specifically, it implies community participation in the following stages of educational development activities like: diagnosing and defining problems, collecting and analyzing information, articulating priorities and setting goals, assessing available resources, deciding on and planning programmes, implementing strategies and

assigning responsibilities among participants, managing Programmes, monitoring progress, Evaluating results and impact and Redefining problems generated for further action.

On the other hand, according to the Decentralized Management of Education in Ethiopia: A Reference Manual (MOA, 2006), information gathering can begin with the schools already in existence, by enumerating how many children already enrolled, what percentage are girls, their ages and grades. It is also necessary to gauge how far villages or homes are from the existing school, and how many school age children are at home and do not go to school.

Another main point of education decentralization in Ethiopia is the focusing of the quality of research and development to help improve the quality of education. There is need for regular research into the quality of education in order to ensure that high educational standards are achieved and maintained. This research capacity naturally resides in the universities, which should be more heavily involved in undertaking research which can help to improve the education system at all levels. At the same time teachers at school level have to learn how to undertake action research, which can enable them to gauge the success of the teaching and learning in the school, and development on how to improve the quality of work (MOE, 2006).

2.13 Generic Educational Decentralization Challenges
2.13.1 Structuring of power relations

The new education and training system mooted for South Africa requires "greater focus on the structuring of power relations between key stakeholders and the levels of government and the institutional implications in terms of the implementation of decentralization Strategies (McLennan, 1995)."

2.13.2 Political will

One of the most crucial prerequisites for decentralization is the existence of strong political will and leadership. Equally, the success of decentralization requires the creation of a powerful lower level constituency, or groundswell of support, to pressure for it. In most developing countries local governments have failed to establish themselves as credible

institutions for the articulation of local interests due largely to "supply-driven development" promoted by central bureaucracy. They are often considered local agents or extensions of the state. As a consequence of this, developing countries have focused more on deconcentration and delegation and less on devolution to local governments or organizational units (Work, 1997).

"Over the years it has become increasingly clear that in Africa certainly, and in some parts of Latin America and Asia, the binding constraints to educational decentralization and development are neither the transfer of funds nor the supply of educational technology. All countries can make real inroads by making better use of whatever funds and pedagogical technology already exist." "The failure to adopt and then spread and adapt these "technologies," and to adequately finance their implementation and continued adaptation, has been and result of deficient educational policy and management environments (Healey & DeStefano, 1997)."

2.13.3 Resistance to change

Decentralization as a political imperative often arises from political commitment and pressure outside of any given sector. When first initiated in a specific sector, decentralization often meets resistance by officials who do not want to transfer or relinquish their power. Advocacy and change management strategies could serve to break down the resistance in this regard (Anon, 2003).

2.13.4 Decentralization commitment reflected in resource allocations

Financial and human resources should be proportionate with decentralization responsibilities. For effective implementation of decentralization policy, the central/ provincial level government must be prepared to allocate appropriate resources in terms of financial and human capital and technical assistance to the district localities. In most cases, the districts can not undertake decentralization responsibilities unless supported by the central/ provincial administration. A contrary argument, supported by considerable empirical and firsthand experience, rejects the assumption that decentralization or educational reform is severely hampered by the lack of material and financial resources. Healey & DeStefano

(1997) contend that if a country's "political and social will" were mobilized on behalf of widespread educational reform, even cash-strapped countries or provinces could "do much more educationally" with the limited resources they have at their disposal.

2.13.5 Conditions for effective teaching and learning

According to Prew (2003) universal school effectiveness research is unanimous on the "centrality of effective management to the functioning of an effective school." All research, irrespective of the country of focus, indicates that for effective teaching and learning to occur the management of the school must be present, professional and preferably participatory."

2.13.6 Stakeholder mobilization and empowerment

Support for decentralization policies must be systematically and carefully mobilized among all critical stakeholders. This includes: leaders in national and provincial departments, municipalities, districts and local authorities, autonomous and regional agencies, political parties, and interest groups that will be affected by the decentralization process. The mass media, training and public information programmers and political bargaining must be used to lobby and forge a strong support base for decentralization policies if they are to be successfully implemented (Anon, 2003).

Local participation in identifying community strengths and weaknesses, and their involvement in mobilizing resources needed to enhance development at the local level facilitates and promotes empowerment. Creative, local solutions are often found for local problems.

2.13.7 Capacity building around decentralization

Implicit does an over-riding understand and commitment to decentralization as capacity is built and developed (Pycroft, 1995). Regional and local capacities for decentralization should be fully assessed prior to implementation of a province / country wide decentralization process. Creating coordinating, support and assistance networks / linkages

is essential for effective implementation of decentralization. If decentralization is to be effective, means must be found for reorienting the central administrators' mindset/ perception of their roles from control and direction to support and facilitation. This requires strengthening and building capacity at the central level to perform their new functions effectively. Implementation of decentralization programmers also requires technical support to the periphery from the centre.

Successful capacity building requires and phased strategy, starting with the stabilization of core responsibilities and competencies. Next comes a transformation phase with restructuring plans based on a critical examination of service responsibilities and priorities, institutional arrangements, financial and human resources. Finally, a consolidation phase seeks to internalize capacity growth based on constant learning by "doing and adaptation." This is inevitably a drawn-out process marked by the constant need to balance greater autonomy and capacity. Work (1997) argues that decentralization is not likely to work unless it is accompanied by concerted efforts to build local capacity to plan, manage and evaluate development programmed.

2.13.8 Preparing for decentralization

Stages and procedures of the implementation of decentralization should be clearly mapped out. Experiences indicate that decentralization can be implemented most successfully if the process is incremental and iterative. Those aspects or programmers that are least likely to be opposed and for which there is adequate administrative capacity should be expanded as political support and administrative competence increase. Greater attention should be given to building administrative capacity from both directions – from "bottom-up" as well as from "top down" and to finding ways of using and strengthening existing organizations and traditional decision-making procedures in rural areas. Policy and demonstration projects – success stories or "quick-wins" may be needed to gauge the ability of the local government to assume greater responsibility (Anon, 2003).

2.13.9 Circumspection around what or what not to decentralize

Not all government functions should necessarily be decentralized. A service or function should not be transferred to a local level if it is critical to the achievement of central level goals and its sustainability at the local level cannot be assured, the capacity to perform the function does not exist at the lower level, or undertaking this function at the peripheral level is not cost effective (Anon, 2003).

2.13.10 Decentralization complexities

Of cardinal importance is that decentralization is a complex process that reaches beyond structural reforms, staff establishments or organ grams proposed in institutional frameworks. It has more to do with a new mental model and concomitant philosophy. As already established, decentralization is deeply affixed within democratic values and principles. National leaders and donor organizations should fully appreciate the complexity of decentralization. This is mainly reflected in three areas: transfer of finances, procurement systems, and management of human resources. For the decentralization process to be effective, details of these priority areas should be identified and crystallized well in advance of the implementation of the decentralization process.

McLennan (1995) suggests that one of the challenges for education management is the development of "appropriate capacity in the systems, structures, ethos and managers of the educational system." This is essential to ensure that the principles, newly defined in policy, are achieved. Furthermore, it will involve a clarification of the relationships between national and provincial education departments, as well as key role players in the education process such as trade unions, professional associations and civic society organizations. Establishing a *new brand of governance* implies a need for and strong and coherent national policy framework which defines functions and powers, areas of authority and spaces for participation." Anon (2003) argues that decentralization requires improved legal, regulatory and financial framework to ensure clear division of responsibilities, accountability and transparency. Guiding frameworks or principles are often the "missing link" of decentralization. A decentralization framework should include the purpose of

decentralization, rationale, objectives, implementation design, financial, social and other implications, and include role / responsibility definition for the various management levels and the linkages between them (Anon, 2003).

Under the appropriate institutional incentives and with clarity about who does what as set out? In a decentralization framework, sub-national and local authorities can be efficient "providers" and "regulators" of local services. But greater autonomy can also increase opportunistic behavior and create moral hazard, resulting in costs that diminish accountability and the benefits of decentralization. Good design, sound management and constant adaptation are needed to make decentralization work.

Work (1997) points out that decentralization success can be constrained by the degree to which the dominant behavior, attitudes, values, ethics and culture are conducive to decentralized decision-making and administration.

2.13.11 Seek out public-private partnerships

The private sector can be a critical ally and partner in the design and implementation of decentralization. The public-private partnership is essential for mobilization of resources and delivery of services at the local level. Strengthening the linkages between government and citizens / civil society, the linkages being generally channels of communication, is a key leverage point for increasing citizen access and influence (Johnson & Henry, 2000).

Broad participation is also needed for a successful decentralization process. For decentralization to be effective, it should be built on the needs, aspirations, priorities and views of the people who are most affected by it. Appropriate mechanisms should be developed to promote and encourage popular participation and involvement in the identification of local needs to finding the most suitable approaches and strategies to respond to such needs (Anon, 2003). Healey & DeStefano (1997) speak of the need for a "reform support infrastructure," or loosely organized entities working collaboratively to make ongoing educational decentralization happen.

2.13.12 Norms and standards

Norms and standards are essential for equity and quality. The transfer of extensive power to more peripheral management levels should be based on a system that balances central and local priorities without which there would be negative impact on national equity. Clear national standards and service norms, and ongoing systems of monitoring are essential for safe guarding equity and quality.

2.13.13 Monitoring and evaluating decentralization success

Such procedures should be specified up front. To assess the impact of decentralization policies on improving the quality of life at the localities, the concept of decentralization should be further narrowed to specific tangible measures that can be used as reliable indicators to monitor and evaluate the progress of decentralization policies and initiatives. To plan, adjust and adapt decentralization policies to meet local needs and realities requires comprehensive monitoring and evaluation tools capable of detecting its effects on improving the quality of life for the population (Anon, 2003).

2.13.14 Safe-guarding against corruption and nepotism

Corruption, the abuse of public office for private gain, is a symptom of weak relationships in the service chain. Once entrenched, corruption reduces the ability and incentives of policymakers to monitor service providers, of citizens to monitor politicians, and of clients to monitor service providers. The avenues for corruption in education, health and public works are many, including construction kickbacks, procurement fraud, recruitment, patronage, sale of lucrative official positions, absenteeism, false certification, misuse of facilities, equipment and vehicles, unwarranted services (private payments to government educators for after-school tuition), and bribes at the point of service (Segal, 1997).

Both grand corruption (involving politicians, senior officials) and petty corruption (involving lower-level officials, administrative corruption and routine public services) can weaken services. Bribes are the most common face of corruption for poor people, either payment to providers to evade approved procedures or grease money to perform their stated

duties. Many recent studies present powerful empirical evidence on the costs of corruption. Corruption can be viewed as a regressive tax, penalizing poor people more than the rich. Poor people often pay bribes to receive basic public services in education and health, whereas richer households tend to pay bribes to receive special treatment in courts, customs and tax authorities.

The challenge is to design corruption safe-guards within the context of decentralized or reinvented government. Contrary to popular belief, corruption controls can be constructed without impeding management. Corruption can be tackled not through regulation but through structural reforms that strengthen accountability and curb corruption opportunities and law enforcement initiatives designed to increase deterrence (Segal, 1997).

2.13.15 Encourage heterogeneity within education districts

Hannaway (1992) examines systematic ways in which school districts deviate and the ramifications of these deviations for how schools work and for the implementation of reform proposals. Information from the California and Florida State Departments of Education were analyzed to examine the effect of organizational and resource variables on decentralization of school districts.

Findings, according Hannaway (1992), suggest that there is great diversity among school districts with regard to autonomy and resources. District patterns of organizational structure are "endogenous." Moreover, school institutions facing different external political pressures adopt different survival strategies and structures, with consequent variations in patterns of influence. This evolutionary process should be permitted and encouraged to take place in response to unique, local circumstances and challenges. Districts in politically intense communities are likely to have less engagement in and lower returns on decentralization reforms. The measure of decentralization should be viewed in part as having evolved to respond to variations in the environment, including the political one. These differences are likely to affect both the resistance to and the effectiveness of decentralization. Effective decentralization requires adaptation of its shape, form and structure to reflect variations among districts.

2.14. Educational decentralization practice at institution / school level

School-based management, not dissimilar from school governing body (SGB) management within the South African educational context, is viewed as a "popular political approach to organizational redesign" that gives local school participants – educators, learners, parents and the community at large – the power to improve their school and learner results (Anon, 1995b).

The US experience has revealed, despite widespread appeal, that SBM results have been far from impressive. In short, school-based management takes a long time to implement, does not always focus on educational issues, and often results in conflict, rather than collaboration, between role players during the reconfiguration process. Increasingly, educators and policy makers are questioning the wisdom of using decentralized management to reform education.

According to Anon (1995b), the following assumptions are commonly made around SBM: Best decisions are those made at the grassroots level, closest to learners and educators although few realize the extent of system wide change SBM entails. This point is equally relevant to the South African situation. Schools and the communities they serve understand their new roles and responsibilities and will take appropriate action to improve overall school performance. Research findings (Anon, 1995b), conducted in a range of schools operating under SBM for at least four years, indicate that highly successful SBM requires: Reconfiguration of the entire school system that extends beyond a change in school governance. With this object, officials at "institution" level must have "real" authority over budget, personnel and curriculum.

SBM can only improve overall school performance if the school authorities use their power to introduce changes in school functioning that actually impact upon teaching and learning. A better way to achieve is to give professional development and training for educators and other stakeholders in management, problem solving, curriculum and instruction. Another way is presenting the education specific data about learner performance, parent and community satisfaction and school resources to enable school-based officials to make

informed decisions. Offering rewards to acknowledge the increased effort SBM requires of participants as well as to recognize improvements in school performance. Also, formulating Principal leadership and the availability of an instructional guidance / curriculum framework at institutions to direct reform efforts is another way in which SBM improves the school performance. School-based management fails, according to Anon (1995b), because:

In the first place, SBM is adopted as an end in itself – as a form of governance, SBM in and of itself will not culminate in improved school performance. A holistic, integrated approach is required addressing school governance, curriculum and instructional reform. Next, Principals drive their own agenda, not helping to develop a common and visionary one – a leadership style best described as autocratic, where educators feel alienated and disempowered. Again, too much decision-making power vested in a single entity – issues of representivity, trust, delegation, consultation often ignored in the pursuit of power and control. Business as usual – schools assumed that SBM occurs with average levels of commitment and energy. On the contrary, research indicated that SBM is all consuming and a complex process that places high demands on all involved. SBM success strategies include (Anon, 1995b):

In the first place, Establish multiple, teacher-led decision-making teams – governance and management should be driven by leadership, facilitation and consensus seeking – empowerment. Multiple teams and subcommittees serve to reduce workloads and broaden the commitment to reform. Next, focus on continuous improvement with school wide training in functional and process skills, as well as in areas related to curriculum and instruction – professional development is an absolute necessity and received a very high priority. Development was used strategically – deliberately link to the school's reform process and objectives. Staff training opportunities were well planned, needs-based and ongoing in nature. Professional development opportunities were geared toward building a school wide capacity for change and management thereof, creating a professional community and developing a "learning organization" as well as a shared knowledge base.

Schools expanded the range of content areas for training beyond typical areas of instruction to include participation in decision-making, leadership roles and responsibilities, financial

acumen and the process of school improvement. Again, Create a well developed system for sharing school related information among a broad range of stakeholders – perpetuating the theme of a "learning community". Successful schools were systematic and creative in how they tried to communicate with parents and the community, relying as much on face-to face communication means as on written, formal documents. These schools also had a strong customer focus orientation. Parent teacher conferences and newsletters were also used to disseminate information.

 Additional cases for success of SBM according to(Anon,1995b) are: Developing ways to more effectively reward staff behavior oriented toward achieving school objectives – principals used various reward strategies including "pats on the back" and notes of appreciation. Where SBM worked, many educators were excited by the environment of professional collaboration and learning in their schools. It has been argued that intrinsic rewards, such as these, are adequate enough to motivate, inspire, energize, sustain and reinforce educators. This may prove to be a bridge too far in the long run, but the use of extrinsic rewards in conjunction with other incentives, might help reduce the fatigue factor and sustain reform efforts. Besides, these selecting principals who can facilitate and manage change – perhaps best epitomized by visionary / shared leadership. These principals were often described as facilitators, catalysts and managers of change, as supporters of their staff complements, and as the people who brought innovations to the school and moved reform agendas forward. Moreover, Using district, state and/or national guidelines to focus reform efforts and to target changes in curriculum and instruction – SBM had more leverage when adopted in the context of a set of curricular guidelines. Guidelines, in the form of performance standards, curriculum frameworks and/or assessment systems, specified the "what" of the curriculum but that the "how" was left up to officials at institution level – local autonomy. They also set parameters within which schools created their own vision or improvement plan that outlined the instructional direction of the school.

In conclusion, findings suggest that SBM alone will not automatically result in improved performance. SBM must be augmented by a range of strategic interventions at school, district and state levels that facilitate interactions among various stakeholders and that provide purposeful guidance for those interactions. SBM can facilitate school improvement

but when it is employed narrowly as a political reform that merely shifts power from the central office to schools, SBM is inadequate to improve school performance (Anon, 1995b).

CHAPTER-THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, research method, sources of data, study area and population, sample size and sampling techniques, instruments of data collection, procedure of data collection, validity and reliability checks, methods of data analysis and ethical consideration.

3.1 The Research Design

This study included both quantitative and qualitative dimensions of research, comprising an extensive survey followed by semi-structured interview, observation as well as the examination of relevant documents. Accordingly, this research design was employed in the study in order to provide a deeper understanding of the implementation of decentralized educational management system.

3.2 The Method

A descriptive survey method was employed in this study for the reason that it is helpful to make detailed analysis of existing phenomena using information from a variety of sources on the actual practice of the issue under the study. This method was selected for the reason that it enables to obtain the current information about the current practice of the challenges encountered and the actual practices of decentralized educational management of public primary schools in Jimma town. The descriptive survey method gives a chance to use the qualitative and quantitative methods to describe, analyze and interpret the problem understudy in existing conditions. It also helps to draw valid general conclusions.

3.3 Sources of Data

The study was considering both primary and secondary sources of data. Principals, teachers, PTA members and town education officials were the primary sources of information. On the other hand finance records, reports, agendas discussed at meetings and graphs, etc. were the secondary sources of data for this study.

3.4 Study area and Population

This study was conducted in public primary schools of Jimma town. Jimma town is located in the western part of Oromia Region, 350kms from Addis Abeba. Its boundaries are: Kersa woreda to the east, Mana woreda to the north, Seka Chekorsa woreda to the west and Dedo woreda to the south which are known to be Jimma zone's woredas. The populations of the study are 5 principals, 298 teachers, 20 education officials, 35 community members, 5 PTA chair men and 1 education office head.

3.5 Sample Size and Sampling Techniques

In order to obtain reliable data for the study, 14 public primary schools are clustered on to four Cluster Resource Centers (CRCs). To select the sample schools from the four Cluster Resource Centers (from each stratum) the stratified random sampling technique was employed on the assumption that the schools are clustered and it will achieve greater precision provided that the strata have been chosen so that members of the same stratum are as similar as possible in respect of the characteristic of interest and they are neighbors. Then, within each group, a simple random sampling (particularly lottery method) technique was used to select the sample schools. Based on this sampling technique 5(35.7%) schools were selected and sampled.

Then, 168(56.4%) of teachers were included in the sample from the sample schools by using the simple random sampling technique. To determine the total sample size of teachers to be drawn from the strata, the researcher used the determination table of simple random sampling from a mathematical formula (see appendix G) of Krejcie and Morgan (1970) and the stratified formula of William (1977) shown below.

Accordingly, as it is indicated by Ministry of Education (MOE, 2006), due to their responsibility to implement decentralized educational management, 5 principals , 20 town educational officials and 35 Parent Teacher Association (PTA) members, 5 PTA chair men and 1 education office head were all (100%) included in the sample through purposive sampling technique.

Based on the formulae, the sample size of each stratum was calculated and listed in the following table. Finally, the samples of teachers from each school were selected by simple random sampling technique, particularly by the lottery method.

Table 1: Summary of Sample Size and Sampling Techniques

S. No	Name of cluster (strata) and types of respondents	School (office)	Population size	Sample size	%	Sampling technique	Instruments of data collection
1	Hermata (teachers)	1. Hamle 19 Primary	54	30	55.6	Simple random	Questionnaire
		2. Hermata Primary	80	45	56.3	Simple random	Questionnaire
2	Mendera (teachers)	1. Seto Yido Primary	56	32	57.1	Simple random	Questionnaire
3	Jimma Primary (teachers)	1. Ginjo Primary	59	33	55.9	Simple random	Questionnaire
4	Jiren No. 2 (teachers)	1. Jiren No.2 Primary	49	27	55.1	Simple random	Questionnaire
5	Principals	5 schools	5	5	100	purposive	Interview
6	Educational officials	Education office	20	20	100	Purposive	Questionnaire
7	PTA members	5 schools	35	35	100	Purposive	Questionnaire
8	PTA chair men	5 schools	5	5	100	Purposive	Interview
9	Education office head	Education office	1	1	100	Purposive	Interview
		Total	364	233			

3.6 Instruments of Data Collection

Questionnaires, interview and document analysis were used to gather information for the study.

3.6.1Questionnaire

To gather primary data for this study questionnaire was developed for teachers, for education officials and for PTA members. Questionnaire was employed because it is the most appropriate means to involve large size sample and to gather the necessary information within a given time.

A questionnaire that was prepared for all the respondents included close- ended followed by some open-ended items. Close- ended item was used for the reason that it provides a greater uniformity of responses, and makes it easier to be processed and helps the researcher to get information. On the other hand the major purpose of the open- ended item was to give opportunity to respondents to express their feelings, perceptions, problems and intentions related to decentralized educational management in public primary schools without restriction. For close-ended questionnaires, a Likert type scale of five points range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 and also very high = 5,high = 4, medium = 3, low = 2 and very low = 1 was utilized. This is because; a Likert scale enables the researcher to evaluate the extent to which a person agrees or disagrees with the question and to fuse measurement with opinion, quantity and quality. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views.

Separate questionnaires were prepared to collect data from three groups of respondents (teachers, educational officials and PTA members) as their roles and responsibilities to implement decentralized educational management system is some how different. The questionnaire was prepared for teachers and education officials independently in English because it is expected that all of them able to read and write in the English language. The questionnaire for PTA members was prepared in the Amharic language, because, the researcher believed some of the respondents could not understand the questions that will developed in the English language.

3.6.2 Semi-structured Interview

An interview was conducted with school principals, chairmen of PTAs and head of town education office in order to get additional information. Semi-structured interview items were prepared by the researcher based on the review of related literature. Because it enables the researcher and the interviewee not to skip out of the objective of the research and it is more flexible than structured interview.

The instrument mainly consisted of questions like: wether their schools or office designed to safe-guarding against corruption or not, as there is enough finance and good financial management in schools and the extent of the relation between the stake holders and the schools and so on. The interview sessions was conducted in the Afan Oromo language, and subsequently translated to English. Because, the researcher believed some of the interviewees could not understand Afan Oromo and English languages.

3.6.3 Observation

According to Abiy, Alemayehu, Daniel, Melese and Yilma (2009), observation refers to the process of observing and recording events or situations. To supplement and triangulate the information gathered through questionnaires and structured interview, the researcher used non-participant observation. The observation was focused on availability of school facilities (libraries, pedagogical centers, classrooms size, toilets and sport fields and materials, water supplies and desks for students) etc. For observation, check list with rating scale of five points ranging from strongly unavailable =1, unavailable =2, available but not satisfactory =3, available =4 and strongly available =5 was utilized.

3.6.4 Document analysis

In addition to questionnaire and interviews, the researcher was used records to collect additional information about the practices and challenges of decentralized educational management in public primary schools of Jimma town. In this case, documents like: strategic plans of the schools, graphs showing teachers who were taking in-service training and qualified, files containing discussions of PTA members on each programmed meetings,

records which shows passing rates of students per year and files for text books distribution and so on was used at the sample schools for the study. These documents were showed the extent of the practices of decentralized educational management in the sample schools.

3.7 procedure of Data collection

The actual operation of decentralized educational management was became the focus of the study. The collection of data was relied mainly on three sources: interview with principals, education office head and PTA chairmen and questionnaire for teachers, PTA members and educational officials to gain an overview of how decentralized educational management operate and what problems they encounter, as well as the impact of decentralized educational management on practice. Also, document analysis was used.

The data gathering instrument was pilot tested and reviewed by teachers and educational officials in order to make essential correction and maintain the validity of the instrument before the final study was conducted. Particularly the questionnaires were pilot tested in Hibret primary school by 10 teachers. Orientation was given to the respondents about the objective of the study and how to fill the questionnaires to avoid difficulty and confusion. Finally, the collected data through various instruments from multiple sources was analyzed and interpreted.

3.8 Validity and reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the supervisors, intensive consultation of relevant literature and a pilot study carried out to pre-test the instrument. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined with educational officials and also with pilot test on 10 teachers of Hibret primary school. Based on the comments given by the above respondents of the piloted school, sentences modifications were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information.

After the dispatched questionnaires returned, necessary modification or replacement of unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha method with the help of Statistical Package for Social Science (SPSS) version 16. Based on the pilot test, the reliability coefficient (alpha) of the instrument was found to be (79.0%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.70-0.90 is reliable (Tavakol, 2011). Table 2 shows that the results of Cronbach coefficient alpha were satisfactory (between 0.70 - 0.89), which indicates questions in each construct are measuring a similar concept.

Table 2: Result of testing reliability with Cronbach coefficient alpha.

No.	Variables	No. of Items	Cronbach Alpha
1	Teachers' awareness about decentralized educational management system.	7	0.87
2	Implementation of decentralized educational management options practiced in schools.	11	0.78
3	Town educational officials' awareness about the system of decentralized educational management.	4	0.89
4	Practices of allocation of human, financial and material resources for the schools.	4	0.81
5	Effectiveness level of implementation of decentralized educational management system practiced in the education sector.	15	0.72
6	PTA members' awareness about the system of decentralized educational management.	4	0.70
7	Level of implementation of decentralized educational management options practiced within PTA members.	10	0.83
8	Public ownership practices of the schools.	4	0.71
9	Challenges in allocation of human, financial and material resources for the schools.	4	0.85
10	Challenges in implementation of education quality indicators of the school.	3	0.74
11	Challenges concerning the school facilities.	6	0.79
	Average of the reliability result		0.79

3.9 Methods of Data Analysis

The data generated from principals, PTA chair men and education office head through interviews, open-ended questionnaire, document analysis and observation were analyzed by narration and description qualitatively. Because evidence presented in words, that best captures the research subject's genuine experiences and understanding was gathered. Data collected through close-ended questionnaire was analyzed quantitatively according to the nature of the questions using frequency, percentage, mean and standard deviation scores as it assumed to be appropriate to summarize the teachers and principals, PTA members and educational Officials perception of decentralized educational management.

Different statistical techniques were employed on the base of the basic questions stated and on the nature of data collected. Having collected the data, tallying and tabulation was carried out. A percentage (%), frequency and mean distribution was used to determine the personal characteristics of respondents and analyze their responses.

3.10 Ethical Consideration

The researcher communicated to the respondents about the purpose of the study and introduced them. Because, respondents can not be coerced into completing a questionnaire and they might be strongly encouraged. The respondents were communicated about the confidentiality of the information, in addition to this they were informed their participation in the study was on their consents. The researcher was not personalizing any of the respondents during data presentations, analysis and interpretation further more and all the materials used for this research were acknowledged.

CHAPTER FOUR

4   PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to investigate the practices and challenges of decentralized educational management in public primary schools in Jimma town of the Oromia Region. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices and challenges of decentralized educational management. It comprises two major parts; the first part presents the characteristics of respondents in terms of sex, age, educational qualification, service year and professional status. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, document analysis and observation as presented, analyzed and interpreted.

4.1 Characteristics of the respondents

Table 3: Characteristics of Respondents by Sex and Age

No.	Item	Characteristics	Schools Principals		Teachers		Town educ. officials		PTA members		Town edu.off. head		PTA chair men		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	4	80	76	45.2	14	70	22	62.9	1	100	4	80	121	51.9
		Fem.	1	20	92	54.8	6	30	12	34.3	-	-	1	20	112	48.1
		Total	5	100	168	100	20	100	34	97.1	1	100	5	100	233	100
2	Age	19-25	-	-	-	-	-	-	1	2.9	-	-	-	-	1	0.4
		26-30	-	-	12	7.1	-	-	-	-	-	-	-	-	12	5.2
		31-35	-	-	11	6.5	-	-	-	-	-	-	-	-	11	4.7
		36-40	-	-	27	16.1	6	30	13	37.1	-	-	-	-	46	19.7
		>40	5	100	118	70.2	14	70	20	57.1	1	100	5	100	163	70.0
		Total	5	100	168	100	20	100	34	97.1	1	100	5	100	233	100

As presented in the above table of item 1, 76(45.2%) and 92 (54.8 %) of teacher respondents were males and females respectively. From this, one can understand that the number of females in the teaching profession is greater than the males in the sample schools. But, among 20 educational officials (experts) working at town education office 14(70%) of them were males where as 6(30%) of them were females. This implies that the work environment was male dominated. Also, from 34 PTA members 22(62.9%) of them were males, while 12(34.3%) of them were females, which implies the management position of primary schools was dominated by males.

Similarly, regarding the interviewee participants, 4(80%) of school principals were males and 1(20%) of them was female and 4(80%) of PTA chair men were male and only 1(20%) of them was female. This also implies that the leadership positions of the primary schools and community members which elected PTA members are male.

As item 2 of the above table, 12(7.1 %) of the teacher respondents are in the ranges of 26-30 years, 11(6.5 %) and 27(16.1 %) of the teacher's ages were 31-35 and 36-40 years respectively. Whereas, 118(70.2 %) of teacher respondents were above 40. Regarding the ages of town educational officials 6 (30 %) of them were in the ranges of 36-40, 14 (70%) of them were found in the ranges of above 40 years. On the other hand concerning the age distribution of PTA members, when only 1(2.9%) of them was in the range of 19-25, 13(37.1%) and 20 (57.1%) were found to be in the range of 36-40 and above 40 years respectively.

Age distribution of the respondents under item 2, indicates that the majority of the respondents, 118(70.2%) of teachers, 14(70%) of educational officials (experts) and 20(57.1%) of PTA members are above 40 years of age. This indicated that a large number of the respondents are matured adults.

All the interviewees (principals, education office head and PTA chair men) were above 40 years old which is believed to be at their adult age.

Table 4: Characteristics of Respondents by Qualification, Service year & Professional status

No	Item	Characteristics	Schools principal		Teachers		Town educ. officials		PTA members		Town education office head		PTA chair men	
1	Educational qualification		No	%	No.	%	No.	%	No.	%	No.	%	No.	%
		1-8	-	-	-	-	-	-	-	-	-	-	1	20
		9-12	-	-	-	-	-	-	4	11.4	-	-	2	40
		Certif.	-	-	43	25.6	-	-	10	28.6	-	-	-	-
		Dipl.	2	40	77	45.8	5	25.0	13	37.1	-	-	2	40
		1st degree	3	60	48	28.6	15	75.0	7	20.0	-	-	-	-
		2nd degree	-	-	-	-	-	-	-	-	1	100	-	-
		Total	5	100	168	100	20	100	34	97.1	1	100	5	100
2	Service year	0-2	-	-	2	1.2	-	-	-	-	-	-	-	-
		3-5	-	-	6	3.6	-	-	-	-	-	-	-	-
		6-8	-	-	12	7.1	-	-	-	-	-	-	-	-
		9-12	-	-	16	9.5	-	-	-	-	-	-	-	-
		13-16	-	-	12	7.1	-	-	-	-	-	-	-	-
		≥ 17	5	100	120	71.4	20	100	-	-	1	100	-	-
		Total	5	100	168	100	20	100	-	-	1	100	-	-
3	Professional status/rank	Begin. teacher	-	-	-	-	-	-	-	-	-	-	-	-
		Junior teacher	-	-	4	2.4	-	-	-	-	-	-	-	-
		Proper teacher	-	-	3	1.8	-	-	-	-	-	-	-	-
		Senior teacher	-	-	7	4.2	-	-	-	-	-	-	-	-
		Assoc. teacher	-	-	13	7.7	-	-	-	-	-	-	-	-
		Lead. teacher	5	100	141	83.9	-	-	-	-	-	-	-	-
		Total	5	100	168	100	-	-	-	-	-	-	-	-

Teachers are categorized by years of experiences based on the national standard of career structure as: 0-2 years are beginner teachers, 3-5 years are junior teachers, 6-8 years are teachers, 9-12 years are senior teachers, 13-16 years are associate teachers and 17 years and above are leading teachers.

With regard to educational qualification, 43(25.6%) of the teachers were graduates of certificate, while 77(45.8%) of them were diploma holders. On the other hand 48(28.6%) of the teachers were first degree holders. As per the policy of the MOE (2010), teachers of primary schools are expected to be at least diploma holders. There fore, teachers in Jimma town with graduates of certificate lacked appropriate qualification (diploma). Where as, 48(28.6%) of teacher respondents had a first degree are expected to be secondary school teachers. Even though, this teachers' qualification was a good opportunity for academic performance of primary schools, it may be wastage of human resource to be used by secondary schools. With regard to town educational officials, 5(25%) and 15(75%) had diploma and first degree respectively. Regarding PTA members, 4(11.4%) had education level of 9-12, while 10(28.6%) of them are graduates of certificate. The rest 13(37.1%) and 7(20%) of them had diploma and first degree respectively. This shows that, PTA members' qualification was a good opportunity for the better management of the schools and the situation may have an influence on the leadership effectiveness.

As to the work experience of the respondents, the interval was fixed based on the national standard of teachers' professional career structure. Accordingly, the majority of the teachers 120(71.4%) had seventeen and above years of work experience with the career development level of leading teachers and above. Moreover, all the principals in all sample schools, all town educational officials (experts) and the office head have served for seventeen and above years.

It can, therefore, be recognized that the majority of the teachers and responsible schools management stake holders had experience. From the analysis made so far, it is safe to conclude that the majority of principals, educational officials (experts), education office heads and PTA members according to their experiences and ages have fertile back ground to

judge the practices and challenges of decentralized management of education in primary schools.

4.2 Presentation, Analysis and Discussion of the Findings of the study

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the practices, challenges of decentralized educational management in Jimma town public primary schools. With respect to this, a total of 223 questionnaires were distributed to 168 teachers, 35 PTA members and 20 Educational officials. The return rates of the questionnaires were 168(100%) from teachers, 34(97.1%) from PTA members and 20 (100%) from educational officials; totally 222(99.6%) copies were properly filled and returned. Moreover, 5 school principals, 5 PTA chair men and 1 education office head were interviewed.

Teachers, educational officials and PTA members were responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using the frequency, percentage and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing practices and challenges. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 and also very high = 5, high = 4, medium = 3, low = 2 and very low = 1. Besides, data from interviews, document analysis and observation were triangulated to validate the findings.

Mean scores were calculated for the purpose of easy analysis and interpretation; the mean values of each item and dimension were interpreted as follows. The practices of decentralized educational management with a mean value of 0-1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high achievement of the task, and 4.50-5.00 as very high implementation of the activities. On the other hand, for items related to challenges of decentralized educational management in schools which are negatively constructed, the scale was inversely interpreted. Accordingly, 4.50-5.00 = very low, 3.50-4.49 = low, 2.50-3.49 = moderate, 1.50-2.49 = high and 0-1.49 as very high in the magnitude of

ineffectiveness. For analysis purpose, the above with 5 rank responses of closed-ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of 'strongly agree' and 'agree' were combined into 'agree' and the results of 'strongly disagree' and 'disagree' merged to 'disagree'. Finally, the data obtained from the interview sessions, observation and document analysis were presented and analyzed qualitatively to substantiate and triangulate the data collected through the questionnaires and to validate the findings of the study.

4.2.1 The Practices of decentralized educational management in schools.

The decentralized educational management aspects included in this sub-title are related with teachers, educational officials and PTA members understanding of the concept of decentralized educational management, level of implementation of decentralized educational management options practiced in schools and in the education sector, concerning practices of human, financial and material resources for the schools by the office and concerning public ownership practices of the schools.

4.2.1.1 Teachers' awareness about decentralized educational management

This sub-title was aimed at assessing the level of teachers' understanding of the concept and nature of decentralized educational management. Key concepts related to this title were included to allow the researcher to measure the degree of teachers' knowledge about decentralized educational management at school level. The concepts were listed and presented to the respondents and consequently, the understanding level of teachers of these concepts was analyzed as stated below. Presentation and analysis of this sub-section is depicted in table 5 as follows.

Table 5: Data of responses on teachers' awareness about decentralized educational management

No	Items	Responses (teachers=168)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	I am well oriented about the system of decentralized educational management.	22	13.1	10	6.0	136	80.9	168	100	2.00	1.009
2	Teachers consider that implementing decentralized educational management needs the collaboration of the stake holders of the school.	123	73.2	12	7.1	33	19.7	168	100	3.91	1.188
3	Teachers consider that decentralized educational management improves the quality of education by enhancing the quality of school management.	18	10.7	30	17.9	120	71.4	168	100	2.14	0.978
4	Teachers consider as the whole school management is decentralized to lower levels of government	3	1.8	2	1.2	163	97.0	168	100	1.58	0.643
5	Teachers are well aware of the significance of decentralized educational management.	27	16.1	25	14.9	116	69.0	168	100	2.20	1.102
6	The decentralized educational management system made adequate provision for training and preparation of teachers and enabled them for effective classroom management.	3	1.8	1	0.6	164	97.6	168	100	1.54	0.664
7	Teachers consider that the system of decentralized educational management contributed for their continuing professional development.	32	19.0	2	1.2	134	79.8	168	100	2.06	1.167

Key: 0-1.49 – very low level of understanding   3.50-4.49 – high level of understanding
    1.50-2.49 – low level of understanding   4.50-5.00 – very high level of understanding
    2.50-3.49–moderate level of understanding   Fr = Frequency

As shown in item 1 of table 5, respondents were asked to rate the orientation of teachers towards decentralized educational management. Accordingly, the majority 136(80.9%) of the respondents reported that teachers were not well oriented concerning the activities of decentralized educational management in their school. On the other hand, 22(13.1%) of the respondents agreed with the statement of the item; that is; the presence of such practice. However, 10(6.0%) of the respondents could not be sure to make decision. The mean score of this item indicates 2.00 with a standard deviation of 1.009, which incline to low level of awareness. This shows that teachers were not adequately provided opportunities to be introduced with the system of decentralized educational management in order to understand the concept and the nature of it. This implies that teachers in primary schools have low level of understanding about the system of decentralized educational management. Because, decentralization makes sense, only if those who will make decisions at lower levels in the system know and can carry out the best practices. In contrast, literature in this area substantiate that in order to achieve the goals of decentralized educational management, there will be need for capacity building at school level of the school staff, of the community, and of the student body(MOE, 2006).

Regarding to the need for the collaboration of the stake holders to implement decentralized educational management, on table 5 of item 2, 123(73.2%) of the respondents believe that implementing decentralized educational management needs the collaboration of the stake holders while, 33(19.7%) of the respondents disagreed. 12(7.1%) respondents, however, failed to decide. The mean value of this item is 3.91 with a standard deviation of 1.188, which align towards high level of understanding. Hence, we understand that teachers believe that implementing decentralized educational management needs the collaboration of the stake holders.

On the above table 5 of item 3, respondents were asked to give their opinion whether or not they believe that the decentralized educational management improves the quality of education by enhancing the quality of school management. Accordingly, 18(10.7%) of the respondents showed their agreement. However, 120(71.4%) of the respondents were not agreed on. Among the respondents, 30(17.9%) of them could not make decision on the item. The mean score of this item is 2.14 with a standard deviation of 0.978, which incline

towards low level of understanding. The data signifies that teachers were not believed that decentralized educational management improves the quality of education.

With regard to item 4 in table 5, 3(1.8%) participants revealed their agreement, while 163(97.0%) of them showed their disagreement on their belief as the whole school management are decentralized to lower levels of government. However, 2(1.2%) of the respondents were unable to make decision. The mean score of this item is 1.58 and standard deviation is 0.643, which inclines towards low level of understanding. From the results, it can be said that teachers belief in the whole school management are decentralized to lower levels of government is very low.

Regarding to item 5 of table 5, respondents were asked to rate their agreement levels whether or not teachers are well aware of the significance of decentralized educational management. As a result, the majority, 116(69.0%) teachers disagreed with this statement, whereas, 27(16.1%) of them were agreed. However, 25(14.9%) of the respondents were unable to make decision. The mean score of this item is 2.2 with standard deviation of 1.102, which incline towards low level of understanding. From the results, it can be said that teachers are not well aware of the significance of decentralized educational management.

In the sixth item of table 5, 164(97.6%) of the respondents confirmed that, teachers did not believe as the decentralized educational management system made adequate provision for training and preparation of teachers for effective classroom management. While, 3(1.8%) of them were revealed their agreement. Among the respondents, only 1(0.6%) of them could not make decision on the item. The mean score of this item is 1.54 with standard deviation of 0.664, which inclines towards low level of understanding. The data signifies that teachers were not believed as the decentralized educational management system made adequate provision for training and preparation of teachers for effective classroom management.

 Regarding the consideration of teachers wether or not the system of decentralized educational management contributed for their continuing professional development, on table 5 item 7, 134(79.8%) of the respondents revealed that teachers did not consider as the system of decentralized educational management contributed for their continuing

professional development. But, 32(19.0%) of them were agreed on the contribution of the system. 2(1.2%) respondents, however, failed to decide. The mean value of this item is 2.06 with standard deviation of 1.167, which align towards low level of understanding. Hence, we understand that teachers did not consider as the system of decentralized educational management contributed for their continuing professional development.

Similarly, the data obtained from the interviewee (principals, town education office head and PTA chair men) confirmed that teachers resist the management of the schools by the lower levels of government. They also underlined that most teachers had no clear awareness of the system of decentralized educational management. Therefore, it can be concluded that teachers' knowledge of the system of decentralized educational management contributed to poor practice of decentralized educational management.

4.2.1.2 Level of implementation of decentralized educational management practiced in Schools

This section deals with the items related to the implementation of decentralized educational management by primary schools. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview. Accordingly, eleven items were interpreted as indicated in the table below.

Table 6: The implementation of decentralized educational management practiced in schools.

№	Items	Responses (teachers=168)								Mean	SD
		High		Medium		Low		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	Successfulness of educational management in your school in terms of decentralized educational management.	31	18.4	5	3.0	132	78.6	168	100	2.06	1.082
2	Extent of partnership between your school and the stake holders.	29	17.3	5	3.0	134	79.7	168	100	2.00	1.009
3	Level of teacher's participation in preparation and evaluation of the school strategic plan.	100	59.5	55	32.8	13	7.7	168	100	3.70	1.102
4	Level of parents (community members) participation on preparing and implementing of the school strategic plan.	32	19.1	2	1.2	134	79.7	168	100	2.10	0.981
5	Level of parents (community members) participation on decision-making of the school issues.	24	14.3	3	1.8	141	83.9	168	100	1.97	0.902
6	Quality evaluation in your school as a result of decentralization system	24	14.3	2	1.2	142	84.5	168	100	1.87	0.901
7	Level of professional development and training for educators and other stake holders in management, problem solving, curriculum and instruction.	29	17.2	2	1.2	137	81.6	168	100	1.98	0.907
8	Establishment of information systems, research and development strategies.	28	16.6	10	6.0	130	77.4	168	100	2.10	1.001
9	Level of commitment of town decision- makers (councils), educational officials and professional workers to help and support the school by their profession.	39	23.2	5	3.0	124	73.8	168	100	2.17	0.984
10	To what extent rewards are given to acknowledge the increased effort of the school community.	21	12.5	2	1.2	145	86.3	168	100	1.88	0.893
11	Level of self-evaluation that allows for setting school goals and for reconsidering the old ones was practiced in the school.	36	21.5	20	11.9	112	66.6	168	100	2.21	1.002

Item 1 elicited whether educational management in schools in terms of decentralized educational management is successful or not. As can be seen from table 6, a total of 132(78.6%) showed as it was low. On the other hand, 31(18.5) respondents showed as it was highly successful. Five (3.0%) respondents failed to make decision and left at medium. The mean value of this item is 2.06 with a standard deviation of 1.082, which are in the range of low level of effectiveness. From the data it can be stated that the attempt of the over all educational management in schools in terms of decentralized educational management practices was inadequate and got little attention.

Item 2 of table 6, as the respondents responded, 134(79.8%) of them confirmed that the partnership between the schools and the stake holders in their school was low. However, 29(17.3%) of the respondents accepted as the partnership was in high position, while 5(3.0%) of them were at medium level. The mean score of the teachers' responses is 2.00 with a standard deviation of 1.009, which is in the scope of low level of effectiveness. This reveals that, the involvement of the stake holders with the school as a partnership is at the low level. Concerning this issue, Shaeffer (1994), pointed out that, one of the most important keys to providing education for all is the involvement of parents and community in the school.

Whether or not teachers participate in preparation and evaluation of the school strategic plan was also an issue of interest (item 3, table 6). Regarding this, only 13(7.7%) respondents showed as there was low participation whereas, 100(59.5%) agreed as the teachers were highly participate in preparation and evaluation of the school strategic plan. But, 55 (32.7%) respondents replied as it is medium. The mean score of this item 3.70 with a standard deviation of 1.102, which is in the range of high level of effectiveness. Moreover, there was also document analysis and interview response from the school principals explained that, the schools strategic plan is prepared and evaluated by the participation of teachers. Thus, it can be concluded that teachers were well devoted to participate in preparation and evaluation of the school strategic plan.

 Parents (community members) participation on preparing and implementing of the school strategic plan was another issue of importance (item 4, table 6). In their response to this

item, 134(79.7%) of the respondents showed that the participation was low. However, 32(19.1%) of them indicated their strong agreement as there was high participation. Also, 2(1.2%) respondents decided as the participation level was at the medium. The mean score of the responses was 2.1 with a standard deviation of 0.981, which were in the range of low level of effectiveness. On the other hand, the interview response from the PTA chair men faced out that there is no participation of community members on the preparation and implementation of the schools strategic plan except the teachers. Hence, it could be said that the participation on preparing and implementing of the school strategic plan of parents (community members) was at low level. Contrary to this, findings in literature indicate that the community participation is in the stages like: deciding on and planning programmes, implementing strategies and monitoring progress are among the few (Shaeffer, 1994).

While responding to item 5 of table 6, 141(83.9%) respondents replied by saying low level of participation whereas, 24(14.3%) of them agreed that, level of parents (community members) participation on decision-making of the school issues was high. Only 3(1.8%) of the respondents were left in medium. The mean score of the response was 1.97 with a standard deviation of 0.902, which shows the teachers responses is in the range of low level of effectiveness. So, one may say that community member's participation on decision-making of the school issues, which was the most important key to the nature and quality of education provided in schools was not implemented properly. Contrary to this, findings in literature indicated as, it is envisaged that local and community inputs into the decision-making process is one component of the woreda decentralization (MOE, 2006).

Item 6 of table 6, relates to the extent of quality evaluation in the schools as a result of decentralization system. Accordingly, 142 (84.5%) respondents indicated as there was low level of quality evaluation in their schools. However, 24(14.3%) of them replied as high level of quality evaluation was ongoing. Only 2(1.2%) respondents, however, could not make decision to one of the two peeks. The mean score of the responses was 1.87 with a standard deviation of 0.901, which inclines to the low level of effectiveness. Hence, it is possible to recognize that quality evaluation in the schools as a result of decentralization system was almost no.

In their reaction to item 7 of table 6, 137(81.6%) replied as it low level of training while, 29(17.3%) of the respondents showed that there was high level of professional development and training for educators and other stake holders in management, problem solving, curriculum and instruction. But, 2(1.2%) respondents responded that it is medium. The mean value of 1.98 and standard deviation 0.907 for this item indicates low level of effectiveness. From this, it can be said that professional development and training were not given for educators and other stake holders in management, problem solving, curriculum and instruction. Contrary to this, findings as indicated in the Education and Training Policy (ETP) of article 3.8.2, "Educational management will be decentralized to create the necessary condition to expand, enrich and the relevance, quality, accessibility and equity of education and training."

While responding to item 8 of table 6, 130(77.4%) respondents believed to be low level of establishment of information systems, research and development strategies in schools. Whereas, 28(16.7%) of them supported as there were high level of information systems, research and development strategies. Ten (6.0%) respondents said that it is almost at medium level. The mean score of the respondents 2.10 with a standard deviation of 1.001 is in the range of low level of effectiveness. From the result, then, it can be said that establishment of information systems, research and development strategies in schools was very low. Concerning this, teachers at school level have to learn how to undertake action research, which can enable them to gauge the success of the teaching and learning in the school, and development on how to improve the quality of work (MOE, 2006).

In reaction to item 9 of table 6, 124(73.8%) of the respondents showed as there is very low commitment of town decision-makers (councils), educational officials and professional workers to help and support the schools by their profession. However 39(23.2%) of them supported as there is high commitment. Only 5(3.0%) of the respondents were stood at the meddle position of the two peeks. The mean score of teachers' responses on this issue was 2.17 and its standard deviation was 0.984, which are within the range of low level of effectiveness. On the other hand, the interview response from the school principals was faced out as there is no commitment of town decision-makers to help and support the schools by their profession. Even as the principals, the main problem of the schools is this

issue, because the other problems can be solved through the support gained from decision-makers and educational experts (professionals). From the finding above, it could be concluded that schools help and support by town decision-makers, educational officials and professional workers opportunity was found to be poor.

With regard to item 10 of table 6, 145(86.3%) respondents showed almost as there is no reward given to acknowledge the increased effort of the school community and 21(12.5%) of them supported as it was given. Whereas 2(1.2%) respondents said the reward given to acknowledge the increased effort was medium. The mean score of the responses was 1.88 with a standard deviation of 0.893, which is within the scope of low level of effectiveness. This result indicates that, less effort was made to acknowledge the increased effort the school community.

With item 11 of table 6, teachers were asked to respond to what level was self-evaluation that allows for setting school goals and for reconsidering the old ones practiced in the school. As to this, 112(66.6%) low level and 36(21.4%) high level responses were showed. The rest, 20(11.9) respondents responded as this practice is at medium level. The mean score for this item is 2.21 and its standard deviation is 1.002, which almost represent low level of effectiveness. From this one can see that in primary schools, the school community was not well familiar with the practice of self-evaluating and the value of self-appraisal and, as a result, the understanding of the practice of self-evaluation and appraisal was found to be poor. The reports from interview, document analysis and observation showed that in most public primary schools of jimma town, implementation of decentralized educational management options is very low. For instance, the practices like: educational management, partnership between the schools and the stake holders, parents (community members) participation on preparing and implementing of the schools strategic plans, on decision-making of the school issues, giving rewards to acknowledge the increased efforts and in self-evaluation was in a low performance.

Regarding the implementation of decentralized educational management options according to Anon (1995b), successful schools were systematic and creative in how they tried to communicate with parents and the community, relying as much on face-to face

communication means as on written, formal documents. These schools also had a strong customer focus orientation. Parent teacher conferences and newsletters were also used to disseminate information. Schools and the communities they serve understand their new roles and responsibilities and will take appropriate action to improve overall school performance.

Best decisions are those made at the grassroots level, closest to learners and educators. Moreover, a better way to improve the overall school performance is to give professional development and training for educators and other stake holders in management, problem solving, curriculum and instruction. Besides, offering rewards to acknowledge the increased effort SMB requires of participants as well as to recognize improvements in school performance.

4.2.1.3 Practices of decentralized educational management around the education office.

This section deals with the items related to town educational officials' awareness about decentralized educational management, concerning practices of allocation of human, financial and material resources for the schools and effectiveness level of implementation of decentralized educational management system practiced in the education sector. Each item is analyzed based on the data obtained through questionnaires responded by educational officials and further backed by the data obtained from interview and observation. Accordingly, three tables with their respective items were interpreted as indicated below.

Table 7: Town educational officials' awareness about the system of decentralized educational management

No	Items	Responses (educational officials=20)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	I am well oriented about the system of decentralized educational management	13	65.0	1	5.0	6	30.0	20	100	3.70	0.933
2	Educational experts consider as decentralized educational management system made adequate provision for training and preparing them for effective office work.	5	25.0	2	10.0	13	65.0	20	100	2.40	0.801
3	Educational experts consider that improving the quality of education is typically a key objective of decentralization.	4	20.0	3	15.0	13	65.0	20	100	2.20	1.119
4	Educational experts consider as implementing decentralized educational management needs the collaboration of the stake holders of the schools.	13	65.0	4	20.0	3	15.0	20	100	3.85	0.910

As shown in item 1 of table 7, respondents were asked to rate their agreement levels on the orientation of educational officials towards the system of decentralized educational management. Accordingly, 6(30.0%) of respondents reported that educational officials were not well oriented concerning the system of decentralized educational management activities. On the other hand, the majority 13(65.0%) of them agreed with the statement of the item; that is; the presence of such practice. Only 1(5.0%) respondent refused to make decision. The mean value of the item is 3.70 with a standard deviation of 0.933, which are within high level of understanding range. From the result, then, it can be said that educational officials were well oriented about the system of decentralized educational management.

In the second item of table 7, 13(65.0%) of the educational officials confirmed that, did not believe as decentralized educational management system made adequate provision for training and preparing educational experts for effective office work. But, five (25.0%) respondents showed their strong agreement. The mean score of responses was 2.40 and its standard deviation 0.801, which were in the scope of low level of understanding. This

implies that decentralized educational management system made less provision for training and preparing educational experts for effective office work.

Regarding the consideration of educational officials wether or not improving the quality of education is typically a key objective of decentralization, on table 7 item 3, 13(65.0%) of the respondents revealed that there is no such consideration with them. But, 4(20.0%) of the respondents were agreed as it is a key objective. 3(15.0%) respondents, however, failed to decide. The mean value of this item is 2.20 with a standard deviation of 1.119, which align towards low level of understanding. Hence, we understand that educational officials did not consider as improving the quality of education is typically a key objective of decentralization.

In regards to the need for the collaboration of the stake holders to implement decentralized educational management, on table 7 of item 4, 13(65.0%) of the respondents revealed that implementing decentralized educational management needs the collaboration of the stake holders while, 3(15.0%) of the respondents disagreed. 4(20.0%) respondents, however, failed to decide. The mean value of this item is 3.85 with a standard deviation of 0.910, which align towards high level of understanding. Hence, we understand that educational officials believe that implementing decentralized educational management needs the collaboration of the stake holders. This item also supported by the teachers on table 5 as item 2 and highly shows us the schools management and the education have to enhance the collaboration of the stake holders with schools. The finding was supported by interview respondents of the school principals. They described that, starting from the preparation of the school strategic plan there is a participation of the stake holders.

Table 8: practices of allocation of human, financial and material resources for the schools.

No	Items	Respondents (educational officials=20)											Mean	SD
		High		Medium		Low		Total						
		Fr	%	Fr	%	Fr	%	Fr	%					
1	Number of human resource (teachers, support staff, etc.) allocated for your schools is:	5	25.0	3	15.0	12	60.0	20	100				2.30	1.252
2	Number of directors assigned for public primary schools which are qualified compared to the number of schools is:	3	15.0	1	5.0	16	80.0	20	100				2.00	1.119
3	Level of Preparation of the Regional level government to allocate relevant resources in terms of human, financial and material to town educational office is:	1	5.0	2	10.0	17	85.0	20	100				1.70	0.865
4	The extent of capacity building around decentralized educational management, for personnel in educational sector and schools.	2	10.0	4	20.0	14	70.0	20	100				2.00	0.951

The intention with item 1 of table 8 was to check whether there is enough number of human resource (teachers, support staff, etc.) for the schools. With regard to this, 12(60.0%) respondents pointed out as there is insufficient number whereas, 5(25.0%) of the educational officials said there is sufficient number of human resource. Three (15.0%) of the respondents were at the medium level. The mean score of the item is 2.30 and its standard deviation 1.252, which are in the range of low level of effectiveness. This implies that there is no enough number of human resources in the public primary schools of jimma town.

With regard to item 2 in the same table, 16(80.0%) educational officials showed that the number of directors of public primary schools which are qualified compared to the number of the schools is low. Only 1(5.0%) responded with highly enough number of directors. But, 3(15.0%) respondents still failed at the medium level. The mean score of the item is 2.00 with a standard deviation of 1.119, which are within the range of low level of effectiveness. From this, it can be concluded that there is no sufficient number of directors of public primary schools which are qualified. Interview respondents from schools principals and education office head, strengthened the above findings, they described that there no

sufficient number of qualified directors of primary schools. But, many of them are following in service-training of educational management at different universities by this time.

Item 3 deals with the preparation of the regional level government to allocate relevant resources in terms of human, financial and material to town education office. In reaction to this, a total of 17(85.0%) respondents replied with low allocation while, only 1(5.0%) respondent as there is high allocation of human resource. Two (10.0%) of them have chosen the medium side. The mean score of the responses is 1.70 with its standard deviation 0.865, which is within the range of low level of effectiveness. In the same way, the data obtained through the interview made with the education office head revealed that they do have many help to get from Oromia Education Bureau. These are like: car for transport, qualified personnel, educational materials, enough budget and so on. From the results, it can be learned that the regional level have given less attention in the allocation of resources in terms of human, financial and material to town educational office for primary schools activities.

Item 4 of table 8 was raised to efforts of capacity building around decentralized educational management, for personnel in educational sector and schools. Accordingly, in replying to this item, 14(70.0%) respondents declared as it was at low level whereas, 2(10.0%) respondents gave the high level of performance. However, 4(20.0%) of them gave their judgement at the medium level. The mean value of this item is 2.00 with standard deviation of 0.951, which are within the range of low level of effectiveness. Consequently, from the responses, it can be said that there were no efforts of capacity building around decentralized educational management, for personnel in educational sector and schools. Concerning this item the report from the interview response showed that the practice of this part was at low level. As a result, the town education office head described that, the personnel training was not given on the issues of decentralized educational management system because, there is shortage of finance and trained man power to train at the office level. In addition, as the education office head, the chance was not given for their office from the regional government.

Table 9: effectiveness level of implementation of decentralized educational management in Jimma town public primary schools

№	Items	Responses (educational officials=20)								Mean	SD
		High		Medium		Low		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	Level of preparation and implementation of strategic plan of the education office is:	3	15.0	2	10.0	15	75.0	20	100	2.25	1.210
2	The extent to which experts at town education office level have the needed skills and knowledge is:	2	10.0	4	20.0	14	70.0	20	100	1.95	1.118
3	The extent to which experts are being utilized (put) properly for the office use is:	2	10.0	2	10.0	16	80.0	20	100	1.80	1.005
4	The extent to which funds are being utilized properly for the expected office use is:	3	15.0	3	15.0	14	70.0	20	100	2.10	1.146
5	The extent to which office materials are being utilized properly by departments is:	3	15.0	2	10.0	15	75.0	20	100	2.00	1.137
6	The extent to which the government-private partnership strengthen in primary schools under your educational office is:	1	5.0	3	15.0	16	80.0	20	100	2.05	0.865
7	Level of in-service training programmes for local education officials is:	3	15.0	3	15.0	14	70.0	20	100	2.20	0.951
8	The extent of orientation programmes for members of local authorities, PTA members and community leaders about the implementation of decentralized educational management system.	2	10.0	3	15.0	15	75.0	20	100	2.00	0.851
9	The extent of monitoring and evaluating decentralization success in schools under your education office is:	3	15.0	2	10.0	15	75.0	20	100	2.05	0.865
10	Level of strategies of the educational office to solve the schools problems is:	5	25.0	1	5.0	14	70.0	20	100	2.25	0.967
11	The extent of academic and resource supports given to primary education level, as a result of decentralized educational management system within the town is:	2	10.0	2	10.0	16	80.0	20	100	1.90	1.119

12	Level of relation between the stake holders, Parent Teacher Association (PTA) and the schools in terms of the implementation of decentralization strategies is:	4	20.0	1	5.0	15	75.0	20	100	2.10	1.105
13	The extent of supplying of text books and teaching materials is:	3	15.0	2	10.0	15	75.0	20	100	2.05	1.119
14	The extent of assigning the directors and supervisors who are responsible for service delivery and for the use of public resources is:	4	20.0	4	20.0	12	60.0	20	100	2.40	1.119
15	The extent of the approval of all documents of the schools that determine the goals of the service by the town educational officials is:	3	15.0	2	10.0	15	75.0	20	100	2.10	1.224

As indicated in table 9 (item-one), 15(75.0%) of education office workers responded that, preparation and implementation of strategic plan of the education office was at low performance. But, 3(15.0%) of them indicated that it was highly done. Whereas, 2(10.0%) respondents preferred to say it was at medium level. The mean value of this item is 2.25 and its standard deviation 1.210, which are within the range of low level of effectiveness. Therefore, from the above finding, it can be concluded that Preparation and implementation of strategic plan of the education office is at low level.

 Item 2 is all about the investigation of the extent to which experts at town educational office level have the needed skills and knowledge. Accordingly, 14(70.0%) respondents showed as they have low level of the needed skills and knowledge. However, 2(10.0%) respondents said high and 4(20.0%) of them supported as it is at medium level. The mean score and standard deviation are 1.95 and 1.118 respectively. This reveals that the extent to which experts at town educational office level have the needed skills and knowledge was unsatisfactory.

In their response to item 3 table 9, 16(80.0%) respondents reacted that the extent to which experts are being utilized (put) at the office level was not properly. Only, 2(10.0%) agreed as the issue was at high level. On the other hand, 2(10.0%) respondents preferred to support medium level. The mean score is 1.80 with a standard deviation of 1.005, which is in the range of low level of effectiveness. This result shows that the utilization of experts for the office use was improper.

Item 4 of table 9 relates the proper utilization of funds within the office for the expected use. In this regard, 14(70.0%) educational officials replied that the utilization was improper while, 3(15.0%) respondents said the utilization was highly proper. Similarly, 3(15.0%) of them was left at the medium level. The mean score and standard deviation of this item were 2.10 and 1.146 respectively. This shows that utilization of funds within the office for the expected use was improperly.

The concern of item 5 of table 9 was wether office materials are being utilized properly by departments or not. As to this, 15(75.0%) of the respondents said it was not properly used and 3(15.0%) of them supported as the materials was properly used. Also, 2(10.0%) respondents gave the medium level response. The mean score for this item is 2.00 with a standard deviation of 1.137, which almost represent low level of effectiveness. From this one can see that the office materials were not utilized properly by departments.

With item 6 in table 9, the respondents were asked to show the extent to which the government-private partnership strengthen in primary schools under jimma town educational office. In their responses the majority, 16(80.0%) showed as the partnership was at a very low level whereas, only 1(5.0%) respondent indicated that government-private partnership was highly practiced. But, 3(15.0%) of the respondents showed their responses at medium level. The mean score of the responses was 2.05 with a standard deviation of 0.865, which imply low level of effectiveness. From this it could be said that the government-private partnership was at a very weak position. This finding was supported by interview respondents of town education office head PTAs chair men. They described that, the government-private partnership is one of the main issues to implement decentralized educational management system. But, according to our town this issue is at the weak level. In contrast, literature in this area substantiate that the public-private partnership is essential for mobilization of resources and delivery of services at the local level. Strengthening the linkages between government and citizens / civil society, the linkages being generally channels of communication, is a key leverage point for increasing citizen access and influence (Johnson & Henry, 2000). Also, according to MOE (2006), the involvement of private investors is one important aspect of diversification and reducing the financial burden

from the government and allowing the government to increase the extent of "free" education to the most needy areas and groups.

In their responses to item 7 of table 9, 14(70.0%) respondents replied that there was low level opportunity of in-service training programmes for local educational officials. Three (15.0%) of them showed as it was at high level. Yet, 3(15.0%) preferred to say medium level. The mean value of the responses was 2.20 with a standard deviation of 0.951, which imply low level of effectiveness. From this one may recognize that there was no opportunity of in-service training programmes for local education officials.

While responding to item 8 of table 9, 15(75.0%) respondents showed low level of practice whereas, 2(10.0%) respondents confirmed as it was at high level. The calculated mean score is 2.00 with a standard deviation of 0.851, which imply low level of effectiveness. The data entails that the orientation programmes for members of local authorities, PTA members and community leaders about the implementation of decentralized educational management system were less.

Item 9 of table 9 investigated the extent of monitoring and evaluating decentralization success by the education office in schools under it. With regard to this, 15(75.0%) respondents showed as it was not successful and 3(15.0%) of them supported as it was successful. But, 2(10.0%) respondents rated medium. The mean score and standard deviation were 2.05 and 0.865 respectively which were in the range of low level of effectiveness. Thus, the monitoring and evaluating decentralization success by the education office in schools under it was insufficient.

With item 10 of table 9, the intention was to know the level of strategies of the educational office to solve the schools problems. In their responses, 14(70.0%) of the respondents showed low level of strategies while, 5(25.0%) respondents rated as high. The mean score and standard deviation of this response were 2.25 and 0.967 respectively, which shows the strategy used by the education office was at low level. From this we can conclude that the level of the educational office to solve the schools problems was at low level.

While responding to item 11 of table 9, 16(80.0%) respondents replied as low whereas, only 2(10.0%) of them said that the academic and resource supports given to primary education as a result of decentralized educational management system within the town was at high position. The mean score and standard deviation of this response were 1.90 and 1.119 respectively. This implies that the academic and resource supports were not given to primary education as a result of decentralized educational management system within the town.

As item 12 of table 9, respondents were asked to rate levels on the relations between the stake holders, Parent Teacher Association (PTA) and the schools in terms of the implementation of decentralization strategies. Consequently, 15(75.0%) of educational officials responded that the relation between the stake holders and the schools was low. However, 4(20.0%) of them supported as it was high while, only 1(5.0%) respondent voted at medium level. The mean score of responses was 2.10 with a standard deviation of 1.105, which are in the scope of low level of effectiveness. This reveals that, the relation between the stake holders, Parent Teacher Association (PTA) and the schools in terms of the implementation of decentralization strategies is at the low level. This item was almost similar with item 2 of table 6 on which teacher's respondents gave the same level. Concerning this issue, Shaeffer (1994), pointed out that, one of the most important keys to providing education for all is the involvement of parents and community in the school.

With item 13 of table 9, educational officials were asked whether or not supplying of text books and teaching materials is effective. 15(75.0%) respondents revealed as low effective while, 3(15.0%) respondents supported as the supplying was effective. The mean score of this item was 2.05 with its standard deviation 1.119, which are in the range of low level of effectiveness. From the result, it can be learned that the supplying of text books and teaching materials was ineffective.

In regards to the effectiveness of assigning the directors and supervisors who are responsible for service delivery and for the use of public resources, on item 14 of table 9, the respondents had different opinions. However, 12(60.0%) of the respondents revealed that the assigning of directors and supervisors was ineffective, but, 4(20.0%) of them said it was effective and 4(20.0%) respondents judged at the medium level. The mean score of this item

was 2.40 with a standard deviation of 1.119, which are in the range of low level of effectiveness. Hence, we understand that the assigning the directors and supervisors who are responsible for service delivery and for the use of public resource was not effective. Contrary to this finding, in literature indicate that the system for the selection of school directors is extremely important, because poor selection procedures can lead to disastrous results. Some of the qualities required of a good educational leader include: knowledge and skills about education, ability and training in developing suitable values through the school system; planning, budgeting and monitoring skills, ability to do in-service training of teachers to improve their skills and achievements; ability and training in the management of people, of time, of finances and good relationships with colleagues, students and parents/community (MOE, 2006).

Approval of all documents of the schools by the town educational officials was another issue of importance (item 15, table 9). In their response to this item, 15(75.0%) respondents showed as there was no such approval, and 3(15.0%) of them supported as it was high level of approval. However, 2(10.0%) respondents indicated as medium performance of approval. The mean score of the responses was 2.10 with a standard deviation of 1.224, which are in the range of low level of effectiveness. Hence, it could be said that the approval of all documents of the schools that determine the goals of the service by the town educational officials was at low level.

Concerning the overall implementation of decentralized educational management system practiced in the education sector, the reports from interview open-ended questions and document analysis responses showed that all level of practices mentioned under this part were ineffective. For instance, the town education office head agreed that the support they were providing the schools to help them to increase their capacity was unsatisfactory. That is, more of the contribution was using their supervisors for professional support. As well as, training of personnel was insufficient because, there is problem of budget. On the other hand, as the quarterly reports of the schools (2004) for educational office shows because the participation of PTA members and the community is low the schools faced out as they are in problem. Similarly, for the open-ended opinion asked "please, give your judgments on the extent to which decentralized educational management system is exercised," many

educational officials responded as the main problem was the less participation of PTA members and the whole community.

4.2.1.4 Practices of decentralized educational management around PTA members and the community

This section deals with the items related to PTA member's awareness about decentralized educational management, Level of implementation of decentralized educational management options practiced within PTA members and concerning public ownership practices of the schools. Each item is analyzed based on the data obtained through questionnaires responded by PTA members and further backed by the data obtained from interview and observation. Accordingly, three tables with their respective items were interpreted as indicated below.

Table 10: PTA members' awareness about decentralized educational   management

No	Items	Responses (PTA members=34)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	I am well oriented about the system of decentralized educational management.	3	8.6	3	8.6	28	80.0	34	97.1	1.76	0.946
2	PTA members consider as implementing of decentralized educational management needs the collaboration of the stake holders of the schools.	17	48.6	6	17.1	11	31.5	34	97.1	3.35	1.094
3	PTA members consider as one of the objectives of decentralized educational management system is to bring the quality of education.	3	8.6	4	11.4	27	77.2	34	97.1	1.88	1.038
4	PTA members consider as the managing of teachers is their responsibility.	4	11.4	4	11.4	26	74.2	34	97.1	2.00	1.073

As shown in item 1 of table 10, respondents were asked to rate their agreement levels on the orientation of PTA members towards decentralized educational management system. Accordingly, the majority 28(80.0%) of the respondents reported that PTA members were not well oriented concerning the activities of decentralized educational management system.

On the other hand, 3(8.6%) of the respondents agreed with the statement of the item; that is; the presence of such practice. However, 3(8.6%) of the respondents could not be sure to make decision. The mean score of this item indicates 1.76 and its standard deviation is 0.946, which inclines to low level of understanding. This shows that PTA members were not adequately provided opportunities to be introduced with the system of decentralized educational management in order to understand the concept and the nature of it. This implies that PTA members of primary schools have low level of understanding about the system of decentralized educational management. In contrast as mentioned in item 1 of table 4 above, literature in this area substantiate that in order to achieve the goals of decentralized educational management, there will be need for capacity building at school level of the school staff, of the community, and of the student body (MOE, 2006).

In regards to the need for the collaboration of the stake holders to implement decentralized educational management, on item 2 of table 10, 17(48.6%) of the respondents revealed that implementing decentralized educational management needs the collaboration of the stake holders while, 11(31.5%) of the respondents disagreed. 6(17.1%) respondents, however, failed to decide. The mean value of this item is 3.35 with a standard deviation of 1.094, which align towards moderate level of understanding. Hence, we understand that PTA members believe as the implementation of decentralized educational management needs the collaboration of the stake holders at moderate level. This item was supported by the teachers on table 5 as item 2 and by educational officials on item 4 of table 7. So, this shows us the schools management with PTA members has to enhance the collaboration of the stake holders with schools.

On the above item3 of table 10, respondents were asked to give their opinion whether or not they believe that the decentralized educational management is important for the quality of education. Accordingly, 3(8.6%) of the respondents showed their agreement. However, 27(77.2%) of the respondents were not agreed on the issue. Among the respondents, 4(11.4%) of them could not make decision on the item. The mean score of this item is 1.88 with a standard deviation of 1.038, which inclines towards low level of understanding. The data signifies that PTA members were not believed as decentralized educational management is important for the quality of education.

81

With regard to item 4 in table 10, 4(11.4%) participants revealed their agreement, while 26(74.2%) of them showed their disagreement on their belief as the management of teachers is the responsibility of PTA. However, 4(11.4%) of the respondents were unable to make decision. The mean score and standard deviation of this item are 2.00 and 1.073 respectively, which incline towards low level of understanding. From the results, it can be said that the PTA members were not believe as the teachers management is the responsibility of them. As the interview with PTA chairmen revealed members of the committee have unsatisfactory awareness and capacity to play their responsibility effectively.

Table 11: level of implementation of decentralized educational management practiced within PTA members

№	Items	Responses (PTA members=34)								Mean	SD
		High		Medium		Low		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	Successfulness of educational management in your school in terms of decentralized educational management system.	2	5.8	3	8.6	29	82.7	34	97.1	1.79	0.946
2	The extent of partnership between your school and the stake holders.	3	8.6	3	8.6	28	80.0	34	97.1	1.88	1.008
3	Level of parents (community members) participation on preparing and implementing of strategic plan and decision-making of school issues.	4	11.4	4	11.4	26	74.3	34	97.1	1.97	1.158
4	Level of participation of PTA members on preparing and implementing their own annual plan.	7	20.0	3	8.6	24	68.6	34	97.1	2.21	1.019
5	Level of allocation of finance for your school.	8	22.9	3	8.6	23	65.7	34	97.1	2.32	1.019
6	The extent of evaluation of the school documents by PTA members in terms of their services and goals.	5	14.3	4	11.4	25	71.4	34	97.1	2.06	1.038
7	The extent of management of the school finance to be used for its expected service.	2	5.8	2	5.8	30	85.5	34	97.1	1.74	0.931
8	Level of capacity of training and education board and PTA members to manage the school.	6	17.2	7	20.0	21	60.0	34	97.1	2.29	0.914
9	The extent of transparency on the usage of educational service and school finance for education board, PTA members and parents from the school to hear and discuss about it.	4	11.4	6	17.2	24	68.6	34	97.1	2.15	1.008
10	Level of commitment of community members to manage and help the school.	11	31.5	5	14.3	18	51.4	34	97.1	2.68	1.008

Item 1 elicited whether educational management in schools in terms of decentralized educational management is successful or not. As can be seen from table 11, a total of 29(82.9%) showed as it was low. On the other hand, 2(5.8%) respondents showed as it was highly successful. Three (8.6%) respondents failed to make decision and left at medium. The

mean value of this item is 1.79 with its standard deviation of 0.946, which is in the range of low level of effectiveness. From the data it can be stated that the attempt of the over all educational management in schools in terms of decentralized educational management practices was inadequate and got little attention.

Item 2 of table 11, as the respondents responded, 28(80.0%) of them confirmed that the partnership between the schools and the stake holders in their school was low. However, 3(8.6%) of the respondents accepted as the partnership was in high position while, again 3(8.6%) of them were at medium level. The mean score of the teachers' responses is 1.88 with a standard deviation of 1.008, which is in the scope of low level of effectiveness. This reveals that, the involvement of the stake holders with the school as a partnership is at the low level which was also accepted by the teachers.

Parents (community members) participation on preparing and implementing of strategic plan and decision-making on the school issues was another issue of importance (item 3, table 11). In their response to this item, 26(74.3%) of the respondents showed that the participation was low. However, 4(11.4%) of them indicated their strong agreement as there was high participation. Also, 4(11.4%) respondents decided as the participation level was at the medium. The mean score and standard deviation of the responses were 1.97 and 1.158 respectively, shows the range of low level of effectiveness. On the other hand, the interview response from the PTA chair men faced out that there is no participation of community members on the preparation and implementation of the schools strategic plan except the teachers. Hence, it could be said that the participation on preparing and implementing of the strategic plan and decision-making on the school issues by parents (community members) was at low level. Contrary to this, findings in literature indicate that the community participation is in the stages like: deciding on and planning programmes, implementing strategies and monitoring progress are among the few (Shaeffer, 1994).

As indicated in table 11 (item-four), 24(68.6%) of PTA members responded that, preparation and implementation of their own annual plan was at low performance. But, 7(20.0%) of them indicated that it was highly done. Whereas, 3(8.6%) respondents preferred to say it was at medium level. The mean value of this item is 2.21 with a standard deviation

of 1.019, which are within the range of low level of effectiveness. Therefore, from the above finding, it can be concluded that preparation and implementation of PTAs annual plan was at low level.

Item 5 deals with the level of allocation of finance for the schools. In reaction to this, a total of 23(65.7%) respondents replied with low allocation while, 8(22.9%) responded as there was high allocation of financial resource. Three (8.6%) of them have chosen the medium side. The mean score and standard deviation of the responses are 2.32 and 1.019 respectively, which are within the range of low level of effectiveness. In the same way, the data obtained through the interview made with the five sample schools of PTA chairmen revealed that there was low allocation of finance. From the results, it can be concluded that the level of allocation of finance have given less attention.

Evaluation of school documents by PTA members in terms of their services and goals was another issue of importance (item 6, table 11). In their response to this item, 25(71.4%) respondents showed as there was no such evaluation, and 5(14.3%) of them supported as it was high level of evaluation. However, 4(11.4%) respondents indicated as medium performance of evaluation. The mean score of the responses was 2.06 with a standard deviation of 1.038, which are in the range of low level of effectiveness. Hence, it could be said that the evaluation of school documents by PTA members was at low level.

Item 7 of table 11 investigated the extent of management of the school finance to be used for its expected service. With regard to this, the majority 30(85.6%) respondents showed as it was not successful and only, 2(5.8%) of them supported as it was successful. But, 2(5.7%) respondents rated medium. The mean score was 1.74 with a standard deviation of 0.931, which was in the range of low level of effectiveness. From the finding above it can be concluded that the management of the school finance to be used for its expected service opportunity to be poor.

In relation to items 6 & 7 of table 11, as indicated in the literature, Rado (2010), explains that in a decentralized system the major core functions of the owners are: the approval of all documents of the schools that determine the goals of the service, the approval of the budget

85

containing all costs of the service provision, and the employment of the director who is responsible for service delivery and for the use of public resources. All concrete decision-making competencies deployed to the owners are flowing either from these three functions or supplementary ones.

In their responses to item 8 of table 11, 21(60.0%) respondents replied that there was low level of capacity of training and education board and PTA members. Six (17.2%) of them showed as it was at high level. Yet, 7(20.0%) preferred to say medium level. The mean value of the responses was 2.29 with its standard deviation of 0.914, which imply low level of effectiveness. From this one may recognize that the capacity of training and education board and PTA members is at low level to manage the schools effectively.

As it can be seen on table 11 item 9, respondents were asked whether or not there is transparency on the usage of educational service and school finance for education board, PTA members and parents from the school to hear and discuss about it. Accordingly, 24(68.6%) of PTA members stated that it was at low level whereas, 4(11.5%) of them reported as it was at high level. The mean value of the responses was found to be 2.15 with a standard deviation of 1.008, which indicate low level of effectiveness. Therefore, it can be concluded that transparency on the usage of educational service and school finance for education board, PTA members and parents from the school to hear and discuss about it was found to be low.

With item 10 of table 11, the intention was to explore the level of commitment of community members to manage and help the school. In view of this, 18(51.4%) respondents showed as it at low level and 11(31.5%) of them replied as high position. But, 5(14.3%) respondents decided at the medium level. The computed mean was 2.68 with its standard deviation of 1.008, which were moderate level of effectiveness. From the data it can be said that the level of commitment of community members to manage and help the school activities was moderate.

Table 12: Data results concerning public ownership practices of the schools.

№	Items	Respondents (PTA members=34)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	The community is supporting the school by building extra classes and toilets.	5	14.3	4	11.4	25	71.4	34	97.1	2.03	1.026
2	The community is financing to the costs of certain extra curricular or other supplementary activities of the school.	3	8.6	2	5.7	29	82.9	34	97.1	1.82	1.000
3	The community is maintaining and repairing the school.	7	20.0	5	14.3	22	62.8	34	97.1	2.38	1.058
4	The community is using the school for local social, economic or cultural objectives.	4	11.4	3	8.6	27	77.1	34	97.1	1.97	1.014

As indicated in table 12 of item 1, respondents were asked on whether the community is supporting the school by building extra classes and toilets. In light with this, majority, 25(71.4%) respondents claim that the activity was not practiced. Conversely, 5(14.3%) of them replied with agreement. But, 4(11.4%) respondents refused to make decision. The mean score of the item is 2.03 with a standard deviation of 1.026, indicating low level of effectiveness. Therefore, the data show that the community is not supporting the school by building extra classes and toilets.

While responding to item 2 of table 12, 29(82.9%) respondents replied by saying disagree about financing whereas, 3(8.6%) of them agreed about the issue. Only 2(5.7%) of the respondents were left in medium. The mean score and standard deviation of the responses are 1.82 and 1.000 respectively, which support low level of effectiveness. So, one may say that community member's participation in financing to the costs of certain extra curricular or other supplementary activities of the schools were not implemented properly.

Furthermore, in Table 12 item 3 respondents were asked on wether the community is maintaining the school or not. Accordingly, 22(62.8%) of them stated that disagreed while, 7(20.0%) of the respondents agreed and 5(14.3%) refused to make decision. However, the

mean value was 2.3 with a standard deviation of 1.058, which is in the range of low level of effectiveness. This indicates that the community in maintain the school was not sufficient.

In the last item of the above table, PTA members respondents were also requested to give their opinion wether the community is using the school for local social, economic or cultural objectives. As a result, respondents with a mean value of 1.97 and a standard deviation of 1.014 were reported their disagreement that practices of community in this respect was ineffective (low performance). Contrary to this, findings in literature indicate that the point that came through most clearly from extensive decentralization experience was that the primacy of local ownership of development programming to improve success and reduce failure. This point is elaborated upon in the following manner: Social impact and improvement programmes have an increased possibility to succeed when they are conceived and developed locally. In order to be sustainable, decentralization must be applied by each country on the basis of its own local culture, circumstances, peculiarities and history (IMBEW II PROGRAMME, 2004).

4.2.2. Challenges of decentralized educational management in the sample schools.

This section is devoted to the presentation of the major difficulties that hinder the affirmative application of decentralized educational management system especially challenges in resources and challenges in implementing the education core indicators of efficiency. The challenges were learned from the responses provided to items as is displayed in table 13, 14 and 15 below.

Table 13: Challenges in allocation of human, financial and material resources for the schools.

№	Items	Responses (teachers=168)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	Allocation of human resource for your school is not enough.	65	38.7	26	15.5	77	45.8	168	100.0	3.00	1.223
2	Allocation of financial resource for your school is insufficient.	62	36.9	29	17.3	77	45.8	168	100.0	2.99	1.201
3	Supply of text books for your school is not adequate.	58	34.5	31	18.5	79	47.0	168	100.0	2.94	1.217
4	Supply of teaching materials (chalk, black-board and laboratory materials etc.) is not enough.	53	31.6	35	20.8	80	47.6	168	100.0	2.71	1.225

In table 13 item 1, respondents were asked whether or not enough number of human resources was allocated for the schools. Accordingly, 65(38.7%) respondents showed their agreement while, 77(45.8%) of them said disagree. However, 26(15.5) respondents were refused to make decision. The mean score of this item is 3.00 with a standard deviation of 1.223, which are exceedingly moderate level of challenge. Therefore, the investigation showed that the allocation of human resource for primary schools was not enough.

Item 2 of table 13 is concerned with the investigation of whether allocation of financial resource for the schools is insufficient. Accordingly, 62(36.9%) respondents provided their agreement. However, 77(45.8%) respondents disagreed and 29(17.3%) respondents again refused to make decision. The mean value of this item is 2.99 with a standard deviation of 1.201, which are within the range of moderate level of difficulty. This tells that the allocation of insufficient amount of finance for the schools is another challenge, which affects the schools activities.

 With item 3 of table 13, the intention was to find out whether the supplying of text books for primary schools is inadequate or not. Consequently, 58(34.5%) replied that they agree with inadequate supplying of text books. However, 79(47.0%) teachers said they disagree with the item in question. Thirty one (18.5%) teachers, however, did not make decision. The

mean score is 2.94 with its standard deviation of 1.217, which is moderate. Thus, one can say that the supplying of text books was at an inadequate situation.

While responding to item 4 of table 13, which was raised to check whether the supplying of teaching materials (chalk, black-board and laboratory materials etc.) is not enough, 53(31.5%) respondents said they agree, 80(47.6%) disagree and 35(20.8%) undecided. The mean score of data obtained to this item is 2.71 with a standard deviation of 1.225, which are in the range of moderate level of sufficiency. This showed that the supplying of teaching materials is somehow insufficient.

Data generated through the interview and observation revealed that there were inadequacies of resources like: human, financial and material to cover the overall activities of the schools. In this regard, the town education office head did not deny that there was inadequacy of resources. According to him, the reason behind was the less capacity of the town education office to fulfill the resources for the schools. However, even though it is not sufficient, the education office is providing the block-grant and school-grants for the schools according to their share amount annually. Besides, the education office is working on enhancing of community involvement to support the schools in fulfilling their resources. But, the schools have still problems of educational resources.

With regard to open-ended questions, respondents suggested that from the challenges which hider the implementation of decentralized educational management in the schools inadequate allocation of educational resources are the first. In conclusion, it is believed that the low level of and less attention to allocate sufficient personnel resource, budget and materials to encourage the implementation of decentralized educational management system are the major prevailing challenges against the optimal performance.

Table 14: Challenges in implementation of education quality of the schools

№	Items	Responses (teachers=168)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	In your school there is high student section ratio (40-50:1).	52	31.0	26	15.5	90	53.5	168	100.0	2.68	1.338
2	In your school there is high student teacher ratio (40-50:1) in a class.	55	32.7	29	17.3	84	50.0	168	100.0	2.74	1.290
3	The student text book ratio is not match (1:1).	78	46.5	27	16.1	63	37.5	168	100.0	3.13	1.314

As shown in table 14 of item 1, teachers respondents asked whether or not the student section ratio is high or above (40-50:1). Accordingly, 52(31.0%) teachers' respondents agreed on the existence of such situation. The mean score of this item is 2.68 with a standard deviation of 1.338, which is moderate level of challenge. Therefore, the investigation showed that the availability of teaching low number of students in a section was at moderate level.

Item 2 of table 14 is concerned with the investigation of whether student teacher ratio in a class is above (40-50:1). While responding to this item, 55(32.7%) respondents provided their agreement. However, 90(53.5%) respondents disagreed on high number of students in a class to create good teaching-learning class room. The mean value of this item is 2.74 with its standard deviation of 1.290, which are within the range of moderate level of difficulty. This shows that in some sample schools and sections a teacher teaches crowded number of students, which is not comfortable to improve instruction.

As shown in table 14 item 3, respondents were asked whether or not the student text book ratio is (1:1) in their schools. As a result, 78(46.5%) teachers exposed that there was lack of text books their schools. However, 63(37.5%) respondents said they disagree with the item in question. Twenty seven (16.1%) teachers, however, did not make decision. The mean score is 3.13 with a standard deviation of 1.314, which is moderate. Thus, one can say that the availability of text books was moderate. Concerning this issue, the data obtained from the open-ended questions and observation revealed that there is lack of text books in the

schools. As the respondents, especially in one shift of all primary schools of the town there is no text book even for one student, except the manuals for the teachers.

Table 15: Challenges concerning the School facilities

No	Items	Responses (teachers=168)								Mean	SD
		Agree		Undecided		Disagree		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
1	In your school there is no relevant library.	78	46.4	7	4.2	83	49.4	168	100.0	2.96	1.508
2	In your school there is no relevant resource (pedagogical) center.	73	43.5	17	10.1	78	46.4	168	100.0	2.95	1.445
3	In your school there are no enough and clean toilets.	80	47.6	12	7.1	76	45.3	168	100.0	3.01	1.460
4	In your school there are no enough water supplies.	50	29.7	33	19.6	85	50.6	168	100.0	2.70	1.250
5	In your school there are no sufficient sport fields and materials.	59	35.2	25	14.9	84	50.0	168	100.0	2.81	1.397
6	In your school there are no enough and relevant desks for students.	62	36.9	19	11.3	87	51.8	168	100.0	2.84	1.394

On the above item 1 of table 15, as respondents were responded, 78(46.4%) of teachers indicated as there is no relevant library. Whereas, 83(49.4%) of them disagreed and reflected the presents of relevant library in their schools and 7(4.2%) undecided. The mean score of data obtained to this item is 2.96 with a standard deviation of 1.508, which are in the range of moderate level of relevancy. As the result of an observation shows, the libraries in sampled primary schools were not relevant to provide enough services for the students and teachers. Therefore, this showed that the libraries of the schools were somehow irrelevant.

In the second item of table 15 above, 73 (43.5%) of respondents confirmed that there is no relevant resource center (pedagogical) in their schools. Where as, 78(46.4%) of teachers disagreed on the item and 17(10.1%) of them said undecided. The mean value was 2.95 with its standard deviation of 1.445, which almost represent moderate level of relevancy. Moreover, as the evidence from the document analysis shows there are resource centers but

there were no newly made available materials except the old teaching aids. From the above evidences, one can conclude that educational resource centers were irrelevant to bring quality of education.

With item 3 of table 15, the intention was to find out whether lack of clean toilets. Consequently, 80(47.6%) replied that they agree with the issue. However, 76(45.3%) teachers said they disagree with the item in question. Twelve (7.1%) teachers, but, did not make decision. The mean score is 3.01 with a standard deviation of 1.460, which is moderate. Thus, one can say that the existence of clean toilets were moderate.

As depicted in table15, of item 4, teachers were asked whether there are enough water supplies or not. Consequently, 50 (29.7%) of teachers were indicated that there were no enough, while, 85(50.6%) of them said disagree. The rest 33(19.6%) respondents were refused to take decision. The mean score of data obtained to this item is 2.70 with its standard deviation of 1.250, which are in the range of moderate level of challenge. Thus, from the above result, it could be concluded that the supplying of water in schools is somehow moderate. The data obtained from the observation revealed that the supplying of water in the schools is not sufficient. In some schools there is a water pipe but, there is no supplying.

With regard to item 5 of the same table 15, 59(35.2%) teachers showed their agreement in relation to insufficient sport fields and materials. 84 (50.0%) responded with disagreement whereas, 25(14.9%) respondents failed to make decision. The mean score of the item is 2.81 with a standard deviation of 1.397, which are within the range of moderate level of sufficiency. This tells that shortage of sport fields and materials was a moderate challenge of the schools.

As presented in table 15 (item six), whether or not desks for students are enough and relevant was also treated. Consequently, 62(36.9%) respondents agreed as desks were not enough and relevant. On the other hand, 87(51.8%) respondents showed their disagreement on the issue of the item. The rest 19(11.3%) respondents refused to make decision. The mean value is 2.84 with its standard deviation of 1.394, which are in the scope of moderate

sufficiency. From the results of data in this item, it can be said that the desks for students were insufficient and irrelevant.

CHAPTER-FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary, conclusion and recommendation. In this section, first brief summary on the study and major findings were presented second, conclusions of the fundamental findings were made. Finally some possible recommendations were given on the basis of major findings of the study.

5.1. Summary

The main purpose of decentralization is, transferring of authority to the local level to enhance the community engagement in all spheres of developmental activities in general and in the fields of education in particular. This can be achieved by using participatory approaches, including the larger community in planning process and in identifying problems related to teaching learning process. The absence of jointly designed and agreed up on plan with inadequate budget pose difficulty on schools to render quality education to the community.

The purpose of this study was thus, to investigate the extent to which decentralized educational management system was properly implemented by the stake holders and also to bring out the major challenges encountering its implementation in public primary schools of Jimma Town of the Oromia Regional State. The practices of decentralized educational management activities were dealt with in relation to teachers, educational officials (experts), Parent Teacher Association (PTA) members, principals and the community understanding of the decentralized educational management system; their level of commitment on implementation; the fundamental practices; the practices of allocation of educational resources and with public ownership practices of the schools. The challenges the responsible stake holders had faced were also discussed.

To achieve the objectives, the study tried to answer the following basic questions.

1. What is the level of awareness of teachers, town education officials and Parent Teacher Association (PTA) members in public primary schools of Jimma town about decentralized educational management system?
2. To what extent do decentralized educational management practiced in primary schools of Jimma town?
3. How does the allocation of the educational resources (human, financial and material) practiced in the schools in order to support successful implementation of decentralized educational management?
4. To what extent do Parent Teacher Association (PTA) members and the community participate in school activities and decision-making at primary schools of Jimma town?
5. What are the major challenges that primary schools encounter in the implementation of decentralized educational management system?

To get answers for these questions, the descriptive survey method was employed. The study was conducted using stratified randomly selected five public primary schools of four cluster resource centers in the town. A total of 233 participants: that is 168 teachers were selected using simple random sampling, 20 educational officials and 34 PTA members using purposive sampling techniques were selected and participated in responding to questionnaires. On the other hand five principals, one town education office head and five PTA chairmen were interviewed in the study area. The strategic plans of the schools, graphs of the yearly examination results, reports of the schools and PTA members' documents were also analysed.

For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative data tools. Accordingly, 168 copies for teachers, 20 copies for educational officials and 35 copies of questionnaire for PTA members were prepared and distributed. From the distributed questionnaires 232(99.6%) respondents were filled and returned, while, only 1(0.4%) of PTA members did not return his questionnaire. On the other hand, to obtain qualitative data, interview sessions were conducted with the

town Education Office head, with the PTA chairmen, as well as principals from the sample schools. Moreover, document analyses and non-participant observation were used to obtain qualitative data.

The quantitative data gathered through the close ended questionnaires were analyzed and interpreted using different statistical tools such as: frequency, percentage and mean value assisted by a computer SPSS program version 16.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview, document and observation were analyzed by narration.

Based on the analysis and interpretation of data, the researcher has listed the summary of the finding here under.

> It was found that the majority, 92(54.8%) of the sample primary school teachers respondents were females implying that the teaching work force at primary level of the town was female dominated.

> It was identified that the majority of the teachers, all of the principals and educational officials including town education office head had served for seventeen years and above which implies rich experience to differentiate the practices of centralized educational management of previous and the decentralized one of the current. On the other hand, since, the majority of teachers were diploma and first degree holders and leading teachers by their professional status it can be said that, they have capacity and enough professional background at primary school level.

> Teachers in primary schools and their PTA members of Jimma town were not well aware of and oriented about the system of decentralized educational management. Moreover, including the educational officials they do not have clear picture as its objective is to bring educational quality and it prepares educational experts for effective office work. In addition they have no good understanding as teachers and the whole school management is decentralized to lower levels of government.

> It was found that decentralized educational management was not successful, less extent of partnership between the schools and the stake holders. Teachers' had better participation in preparation and evaluation of the school strategic plan while; the participation of parents (community members) was very less. It was learned that community participation on decision-making of the school issues, quality evaluation, professional development and training for stake holders programmes are at low level. On the other hand, establishment of information system and research development and commitment of town decision-makers, educational officials and professional workers to help the schools by their profession was not well practiced. Generally, the study showed that the practice of implementing decentralized educational management system in primary schools of Jimma town was at its low level.

> It was identified by the study that allocation of human, financial and material resources for the schools was less effective. As a result, number of personnel in schools is not enough; number of qualified directors was not equal with the number of schools. It was also revealed that the preparation of the Regional level government is insufficient and efforts of capacity building for personnel in education sector and schools of Jimma town were at low level.

> Concerning the implementation of decentralized educational management system practiced in the education sector, respondents also gave their views. To this effect, the majority of the respondents indicated that different options - such as preparation and implementation of the education office strategic plan, skills and knowledge of the experts at town education office level, utilization of experts; funds, and office materials were not effectively used and implemented. Moreover, government-private partnership in primary schools, in-service training programs for educational officials, orientations for PTA members, monitoring and evaluating decentralization success in schools and strategies of the educational office to solve the schools problems were at low level. In addition, academic and resource supports to primary education, supplying of text books and teaching materials, assigning the directors and supervisors who are responsible and the approval of all documents of the schools were almost at low effectiveness of practice at the education level.

➢ The findings showed that the implementation of decentralized educational management activities within PTA members did not practiced in a proper manner. To this effect, the majority of the respondents indicated that the success of educational management, preparation and implementation of PTAs annual plan and evaluation and auditing of the school finance were not effectively followed. Besides, capacity of training and educational board and PTA members, transparency of the usage of educational services and school finance and commitment of the community members to manage and help the school were issues at low level with less attention.

➢ The findings of the study showed that public ownership practices of the schools were not efficient in supporting the schools by building extra classes, in financing to the costs of certain extra curricular, in maintaining and repairing the schools and using the schools for communities' local social, economic or cultural objectives.

➢ It was identified that student section ratio and student teacher ratio were not low for the availability of teaching learning process; also student text book ratio was not match (1:1) for one shift of students.

➢ It was found that the educational facilities of the schools like: library, pedagogical (resource) center, toilets and water supplies were not enough and relevant. Likewise, it was learned that sport fields and materials and desks for students were not only irrelevant but also have no well organized.

5.2. Conclusions

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

❖ Decentralized educational management practices require teachers, local educational sector and the community around the schools participation with common decision-making for better implementation in order to bring the education quality. But, the findings showed that the level of teachers' and educational officials and PTA members' awareness about system of decentralized educational management was found to be poor. From this it can be concluded that especially teachers and PTA members in public primary schools of Jimma town did not have good understanding about implementation of decentralized educational management system.

❖ The proper implementation of decentralized educational management system activities can be gained through initiating and enhancing the involvements of key stake holders to get their full participation. However, as shown by the findings of this study, implementing various activities which can be done in terms of decentralized educational management system in the sample schools was ineffective. Therefore, it is possible to conclude that teachers, PTA members and the whole community were not motivated and well oriented toward the implementation of decentralized educational management system. Thus, results which can be gained from decentralization were insufficiently contributed for public primary schools of Jimma town.

❖ One of the major tasks of decentralized educational management system is to allocate educational resources like: human, financial and material for the schools. The Regional level government, town educational office and local community representatives are responsible to fulfill this gap in order to accomplish their responsibilities for the success educational tasks. However, the findings of this study revealed that the allocation of the educational resources were ineffective. From this discovery, it can be concluded that, the schools couldn't get enough human, financial and material resources from Regional level government, town education office or from the local community representatives. Therefore, the teaching-learning process was not enriched by well allocated educational resources.

❖ The purpose of decentralized educational management system is to maximize community participation in decision-making on the school issues. Hence, the school community with PTA members and town education officials are expected to practice in preparing and implementing the schools strategic plans, enhancing the skills and knowledge of the experts and utilization of funds and office materials effectively. Moreover, they have to play the roles of facilitating the government-private partnership in primary schools, in-service training programs for educational officials, the approval of all documents of the schools, orientations for PTA members and initiation of the community and monitoring and evaluating decentralization successes in schools. However, the findings of this study showed that the town education office, the school community and the PTA members were not played their respective

roles to implement decentralized educational management system in schools effectively. Thus, it is possible to conclude that the attention was not given on community participation in decision-making of the school issues, on the government-private partnership in primary schools and on approval of all documents of the schools.

❖ Decentralized educational management system focuses on encouraging community representatives (PTA members) to involve in schools management using their full efforts. Transparency of the usage of educational services and school finance for the community is also another objective of decentralized educational management system. Therefore, these require the commitment of town decision-makers (councils) and the education office itself to facilitate and enrich the capacity of PTA members for the successfulness of educational management activities in schools. But, the findings of this study showed that the commitment of town decision-makers (councils), educational officials (experts) and professional workers was very less. From this it can be concluded that situations were not facilitated for PTA members to participate forcefully and there is no transparency of the usage of educational services and the schools finance.

❖ The point that came through most clearly from decentralization experience was that the primacy of local ownership of development programming to improve success and reduce failure. This issue, can be expressed in the form of building extra classes, in financing to the costs of certain extra curricular, in maintaining (repairing) the schools for communities local social, economic or cultural objectives. However, the finding of this study revealed that building extra classes, financing the schools maintain and using for community objectives were not satisfactory. From this discovery, the public ownership of the school has got less attention.

❖ Another focusing of decentralized educational management system is the implementation of educational quality indicators of the schools effectively. But, the study showed as the argument that generous teacher/student & student/section ratios (i.e., a low average number of students in classrooms) create a more favorable environment for effective learning was not match. Similarly, it was identified that

student text book ratio was not match (1:1) for one shift students was supported by open-ended question responses.

❖ Any decentralization effort should ensure that students in diverse settings will have comparable facilities. It is clear that the physical environment has an impact on student learning. However, the findings of this study revealed that the facilities of sample schools like: library, pedagogical (resource center), toilets, water supplies, sport fields and materials and desks for students were irrelevant and not enough.

❖ Generally, in light of the above mentioned realities, it is possible to conclude that it would   not be possible for decentralization to take root with the existing gaps.

5.3. Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of decentralized educational management system in public primary schools.

➡ The study revealed that teachers in primary schools and their PTA members were not well aware of and oriented about the system of decentralized educational management, even as management of the schools is decentralized to lower levels of government. Hence, it is advisable that the town administration, education officers and principals have to facilitate for providing available and sustainable training program in different forms to the school community, stake holders and the implementers to realize the decentralized educational functions.

➡ Decentralized educational management is aimed at enhancing the participation of parents (community members) and partnership between the schools and the stake holders to implement the functions like: school organization, teaching methods, student evaluation, text books distribution, school construction, education financing and parent-teacher linkages etc. effectively. But, as the study finding revealed, the participation and partnership between the schools and the stake holders were at low level. Therefore, it is advisable that the town administration and education office should increase their commitment in facilitating the school functions in order to enable the schools to meet the need of the society. Moreover, they have to give

emphasis on increasing the participation of teachers and the society at all levels through initiating, capacity building and transparent management for effective implementation of decentralized school management.

➡ The finding exposed the fact that the schools have shortages of educational resources in terms of human, financial and material. The educational resource capacities of the schools have to be strengthening through diversifying the source of income and the schools should take the responsibility, authority and accountability by taking self-initiatives to be self-sufficient. However, it is better for the zonal or regional and the town education office to make greater effort to help the primary schools in allocating human, financial and material resources. Moreover, it is recommended that, priority has to be given to schools at time of budget allocation by the town council.

➡ To improve the schools overall activities PTA are responsible to carry out their responsibilities, such as following the transparency of the schools in the usage of educational services and the school finance as they are the community representatives. However, the findings of the study showed that the implementation of decentralized educational management activities within PTA members was practiced with low level of effectiveness. Therefore, since, in managing the decentralized educational functions, transparency is the most important thing at all levels that often made the community remanded committed and enhanced the level of community participation; the PTA members have to play their roles in making the schools transparent.

➡ If ownership is to be transferred to local authorities, it is important that they be given the human and financial resources to enable them to discharge their responsibilities. With ownership comes responsibility for maintenance and repair, and potential liability for substandard facilities. But, the findings of the study showed that public ownership practices of the schools were not efficient in supporting the schools by building extra classes, in financing to the costs of certain extra curricular, in maintaining and repairing the schools and using the schools for communities' local social, economic or cultural objectives. Therefore, it is recommended that the work of awareness creation should be intensively carried out using different methods to

develop the sense of ownership and self reliance in society by the town council and education office.

➡ The poor quality and inadequate facilities at school level and the shortage of text books are the indicators for the deep quality problems that prevail in the school. This was supported however by the findings of the study which revealed that, the student section ratio and student teacher ratio which create a more favorable environment for effective learning were not low for the availability of teaching learning process; also student text book ratio was not match (1:1) for one shift of students. Thus, the Regional Education Bureau and local government with community have to give attention in allocating teachers and text books and expanding classrooms respectively.

➡ Decentralization creates a special set of legal issues with respect to facilities. Without local control over property, local authorities may have little true autonomy. However, concerning challenges of the school facilities the findings of the study revealed that the educational facilities of the schools like: library, pedagogical (resource) center, toilets and water supplies were not enough and relevant. Likewise, it was learned that sport fields and materials and desks for students were not only irrelevant but also have no well organized. Therefore, to alleviate/solve these problems all concerned bodies, the OREB, Jimma town education office, Kebele Education and Training Board, the schools PTA members in collaboration with private owners and NGOs are recommended to fulfill the facilities of the schools for the successful quality of education.

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APPENDICES

APPENDIX A

JIMMA UNIVERSITY

SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be field by: **Teachers**.

The main objective of this questionnaire is to collect information about the practice, challenges and prospects of educational management of Jimma town public primary schools. To this end your cooperation in completing this questionnaire is very important, since your response will kept confidential; please feel free to answer all questions.

It is not necessary to write your name on the questionnaire.

Thank you!

Instruction:

a. Try to answer every question in accordance to the instruction provided.
b. Please give the answers by putting "√ "in the boxes of the tables.
c. For questions that require your opinion, please give precise and honest answer by writing on the space provided.

Part I:

Personal details:

1. Name of the school_____
2. Sex : M ☐   F ☐
3. Age: 19-25 ☐   26-30 ☐   31-35 ☐   36-40 ☐   > 40 ☐
4. Educational qualification:
   Certificate ☐   Diploma ☐   1ˢᵗ degree ☐
5. Service year: 0-2 ☐   3-5 ☐   6-8 ☐   9-12 ☐   13-16 ☐
   17 and above ☐

6. Professional status:

a. Beginner teacher ☐   d. Senior teacher ☐

b. Junior teacher ☐   e. Associate teacher ☐

c. Proper teacher ☐   f. Leading teacher ☐

Part II: Teachers' awareness about decentralized educational management.

(Practices of decentralized educational management in schools)

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4= Agree (A) and 5= Strongly Agree (SA).

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I am well oriented about the system of decentralized educational management.					
2	Teachers consider that implementing decentralized educational management needs the collaboration of the stake holders of the school.					
3	Teachers consider that decentralized educational management improves the quality of education by enhancing the quality of school management.					
4	Teachers consider as the whole school management is decentralized to lower levels of government.					
5	Teachers are well aware of the significance of decentralized educational management system to implement.					
6	The decentralized educational management system made adequate provision for training and preparation of teachers and enabled them for effective classroom management.					
7	Teachers consider that the system of decentralized educational management contributed for their continuing professional development.					

8. What are the major improvements seen in the management of the school, as a result of decentralized educational management system? _____

Part III: Level of implementation of decentralized educational management practiced in schools. Key: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) and 5= Very High (VH)

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Successfulness of educational management in your school in terms of decentralized educational management system.					
2	Extent of partnership between your school and the stake holders.					
3	Level of teacher's participation in preparation and evaluation of the school strategic plan.					
4	Level of parents (community members) participation on preparing and implementing of the school strategic plan.					
5	Level of parents (community members) participation on decision-making of the school issues.					
6	Level of quality evaluation in your school as a result of decentralization system.					
7	Level of professional development and training for educators and other stake holders in management, problem solving, curriculum and instruction.					
8	The extent of establishment of information systems, research and development strategies.					
9	Level of commitment of town decision- makers (councils), educational officials and professional workers to help and support the school by their profession.					
10	To what extent rewards are given to acknowledge the increased effort of the school community.					
11	Level of self-evaluation that allows for setting school goals and for reconsidering the old ones was practiced in the school.					

12. What are the other challenges in your school in the implementation of decentralized educational management? _____

13. Please, give your judgments on the extent to which decentralized educational management is exercised_____

Part IV: Challenges in allocation of Human, Financial and Material resources for the schools.
Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4= Agree (A) and 5=Strongly Agree (SA)

No.	Items	SD 1	D 2	UD 3	A 4	SA 5
1	Allocation of human resource for your school is not enough.					
2	Allocation of financial resource for your school is insufficient.					
3	Supplying of text books for your school is not adequate.					
4	Supplying of teaching materials (chalk, black-board and laboratory materials etc.) is not enough.					

Part V: Challenges in implementation of education quality of the schools.

Key: 1=Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4= Agree (A) and 5= Strongly Agree (SA)

No.	Items	SD 1	D 2	UD 3	A 4	SA 5
1	In your school there is high student section ratio (40-50:1).					
2	In your school there is high student teacher ratio (40-50:1) in a class.					
3	The student text book ratio is not match (1:1).					

Part VI: Challenges concerning of the school facilities. Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4= Agree (A) and 5= Strongly Agree (SA).

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	In your school there is no relevant library.					
2	In your school there is no relevant resource (pedagogical) center.					
3	In your school there are no enough and clean toilets.					
4	In your school there are no enough water supplies.					
5	In your school there are no sufficient sport fields and materials.					
6	In your school there are no enough and relevant desks for students.					

7. What are the measures to be taken to improve the weak sides of the school (if there is), in terms of decentralized educational management system? _____

APPENDIX B

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be field by: **Educational officials of Jimma town education Office**.

The main objective of this questionnaire is to collect information about the practices, challenges and prospects of educational management of jimma town public primary schools. To this end your cooperation in completing this questionnaire is very important, since your responses will kept confidential; please feel free to answer all questions.

It is not necessary to write your name on the questionnaire.

Thank you!

Instruction

  a. Try to answer every question in accordance to the instruction provided.
  b. Please give the answer by putting "√ "sign in the boxes provided.
  c. For questions that require your opinion, please give precise and honest answer by writing on the space provided.

Part I:

Personal details

  1. Work role_____

  2. Sex: M ☐   F ☐

  3. Age: 19-25 ☐   26-30 ☐   31-35 ☐ 36-40 ☐   > 40 ☐

  4. Educational qualification: Certificate ☐   Diploma ☐ 1ˢᵗ degree ☐   MA ☐

  5. Service year: 0-2 ☐ 3-5 ☐ 6-8 ☐ 9-12 ☐ 13-16 ☐ > 17 ☐

Part II: **Town educational officials' awareness about the system of decentralized educational management (Practices of decentralized educational management around the education office)**

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Medium (M), 4= Agree (A) and 5=Strongly Agree

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I am well oriented about the system of decentralized educational management.					
2	Educational experts consider as decentralized educational management system made adequate provision for training and preparing them for effective office work.					
3	Educational experts consider that improving the quality of education is typically a key objective of decentralization.					
4	Educational experts consider as implementing decentralized educational management needs the collaboration of the stake holders of the schools.					

Part III: **Concerning practices of allocation of human, financial and material resources for the schools.**

Key: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) and 5= Very High (VH).

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Number of human resource (teachers, support staff, etc.) allocated for your schools.					
2	Number of directors assigned for public primary schools which are qualified compared to the number of schools is:					
3	Level of preparation of the Regional level government to allocate relevant resources in terms of human, financial and material to town educational office is:					
4	The extent of capacity building around decentralized educational management, for personnel in educational sector and schools.					

Part IV: Effectiveness level of implementation of decentralized educational management system practiced in the education sector. Key: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) and 5= Very High (VH).

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Level of preparation and implementation of strategic plan of the education office is:					
2	The extent to which experts at town education office level have the needed skills and knowledge is:					
3	The extent to which experts are being utilized (put) properly for the office use is:					
4	The extent to which funds are being utilized properly for the expected office use is:					
5	The extent to which office materials are being utilized properly by departments is:					
6	The extent to which the government-private partnership strengthen in primary schools under your educational office is:					
7	Level of in-service training programmes for local education officials is:					
8	The extent of orientation programmes for members of local authorities, PTA members and community leaders about the implementation of decentralized educational management system is:					
9	The extent of monitoring and evaluating decentralization success in schools under your education office is:					
10	Level of strategies of the educational office to solve the schools problems is:					
11	The extent of academic and resource supports given to primary education level, as a result of decentralized educational management system within the town is:					
12	Level of relation between the stake holders, Parent Teacher Association (PTA) and the schools in terms of the implementation of decentralization strategies is:					
13	The extent of supplying of text books and teaching materials is:					
14	The extent of assigning the directors and supervisors who are responsible for service delivery and for the use of public resources is:					
15	The extent of the approval of all documents of the schools that determine the goals of the service by the town educational officials is:					

16. What are the other experiences practiced to implement decentralized educational management in your schools? _____

17. What are the sources of the schools budget? _____

18. Please, give your judgments on the extent to which decentralized educational management system is exercised._____

19. What are the major improvements seen in your schools in terms of decentralized educational management system? _____

APPENDIX C

ጅማ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ምርምር

የትምህርትና ፕሮፌሽናል ዴቨሎፕመንት እንስቲትዩት

የትምህርት እቅድና ስራ አመራር ት/ክፍል

በአንደኛ ደረጃ (ከ1-8 ክፍሎች) ት/ቤቶች ወላጅ መምህር ህብረት (ወመህ) ኮሚቴ አባላት የሚሞላ መጠይቅ፤

<u>ዓላማ</u> : የዚህ መጠይቅ ዓላማ ባለተማካለ የትምህርት አመራር ሂደት አሠራር ላይ በጅማ ከተማ ውስጥ ያሉ የመንግሥት አንደኛ ደረጃ ት/ቤቶች ያላቸው ልምድና ያጋጠማቸው ችግርና ለወደፊት ባላቸው ተስፋ ላይ መረጃ ለመሰብሰብ ነው፡፡

ለዚህም ሲባል ይህንን መጠይቅ በትክክል መመለስ ጠቃሚ ነው ፡፡

መልስዎ በሚስጢር ስለመያዙ አይጠራጠሩ፡፡

ስምዎን በዚህ ወረቀት ላይ መፃፍ አያሰፈልግም ፡፡   አመሰግናለሁ !

<u>መመሪያ:</u>

ሀ . ጥያቄዎቹን በሙሉ በመመሪያው መሠረት ይመልሱ፤

ለ. በምርጫ ለተጠየቁ ጥቄዎች "√ " ምልክት በትይዩ በሣጥረገቦ ውስጥ በማድረግ ይመልሱ፤

ሐ. ሐሳብ እንዲሰጡባቸው የተጠየቅትን ጥያቄዎች ደግሞ ሐሳብዎን በተሠጠው ባዶ ቦታ ላይ በመፃፍ ይመልሱ፡፡

ክፍል 1 : - ት/ቤት -------------------------- የሥራ ድርሻ----------------------------

- ያታ :   - ሁ- ወ ☐   ለ-. ሴ ☐
- ዕድሜ:- 19-25 ☐   26-30 ☐   ከ31-35 ☐ 36-40 ☐ከ40 በላይ   ☐
- የትምህርት ደረጃ :- 1-8 ☐9-12 ☐   ከ12 በላይ ☐

ክፍል 2: የወመህ ኮሚቴ አባላት ስላልተማከለ የትምህርት አመራር ሥርዓት ያላቸው ግንዛቤን በተመለከተ

መፍቻ : 1= በፅኑ አልስማማም (በፅአ)፤ 2= አልስማማም (አ)፤3 = መካከለኛ (መ)፤ 4,= እስማማለሁ (እ)፤

5= በፅኑ እስማማለሁ (በፅእ)

ተ.ቁ	ጥያቄ	በፅአ	አ	መ	እ	በፅእ
		1	2	3	4	5
1.	እኔ ስላልተማከለ የትምህርት አመራር ሥርዓት ግንዛቤ አለኝ					
2.	የወመህ ኮሚቴ አባላት ያልተማከለ የትምህርት አመራር ሥርዓትን ለመተግበር የባለድርሻ አካላት ትብብር እንደሚያስፈልግ ይገነዘባሉ ፡፡					
3.	የወመህ ኮሚቴ አባላት የልተማከለ የትምህርት አመራር ሥርዓት ለትምህርት ጥራት እንደሚጠቅም ይገነዘባሉ ፡፡					
4.	የወመህ ኮሚቴ አባላት መምህራንን መምራት (ማስተዳደር) ሃላፊነታቸው መሆኑን ይገነዘባሉ					

ክፍል 3፥ በት/ቤት ያለተማከለ የትምህርት አመራር ሥርዓት ውጤታማነትን በተመለከተ

መፍቻ ፡ 1= በጣም አነስተኛ (በአ) ፤ 2= አነስተኛ (አ) ፤ 3= መካከለኛ (መ) ፤ 4 = ከፍተኛ (ከ)

5= በጣም ከፍተኛ (በከ)

ተ.ቁ	ጥያቄ	በአ	አ	መ	ከ	በከ
		1	2	3	4	5
1.	በት/ቤታችሁ የትምህርት አመራር መሣካትና ውጤታማነት ፤					
2.	በት/ቤታችሁ ያልተማከለ አመራርን ለመተግበር ከባለድርሻ አካላት ከወመህ እና ከት/ቤቱ ግንኙነት አኳያ፤					
3.	ት/ቤቱን ስትራቴጅክ እቅድና ጉዳዮች ላይ በዝግጅትና መወሰን ላይ የወላጆችና ህብረተሰቡ ተሳትፎ ደረጃ፤					
4.	የወመህ ዓመታዊ ዕቅድ አዘጋጃጀትና አተገባበር ሁኔታ ፤					
5.	ለት/ቤታችሁ የበጀት አመዳደብና አጠቃቀም ሁኔታ ፤					
6.	የት/ቤቱን መረጃዎች ወመህ ኮሚቴ ለት/ቤቱ ከሚሰጠው አገልግሎትና ግቡ አኳያ መከታተልን በተመለከተ፤					
7.	የት/ቤቱ ፋይናንስ ለተፈለገው አገልግሎት እንዲውል መከታተልን በተመለከተ፤					
8.	ት/ቤቱን ለማስተዳደር የሥልጣንና ትምህርት ቦርድ እና የወመህ አቅምን በተመለከተ ፤					
9.	የት/ቤቱ ስልጠናና ትምህርት ቦርድ፤ ወመህ እና ወላጆች ስለት/ቤቱ የትምህርትና ፋይናንስ አጠቃቀም በግልፅ የመስማትና የመወያየት ሁኔታ፤					
10	አካባቢው ህብረተሰብ ት/ቤቱን ለመምራትና ለመርዳት ያለው ተነሳሽነት፤					

ክፍል 4፥ የት/ቤቱን የባለቤትነት ስሜት ደረጃ በተመለከተ

መፍቻ: 1= በፅኑ አልስማማም (በፅአ) ፤ 2 = አልስማማም (አ) ፤ 3= መካከለኛ (መ) ፤4=እስማማለሁ (እ) ፤5=በፅኑ እስማማለሁ (በፅእ)

ተ.ቁ	ጥያቄዎች	በፅአ	አ	መ	እ	በፅእ
		1	2	3	4	5
1.	ህብረተሰቡ የት/ቤቱን ተጨማሪ ህንፃዎችንና ሽንትቤት በመስራት ት/ቤቱን ይረዳል					
2.	አካባቢው ህብረተሰብ በገንዘብና ተጨማሪ የትምህርት መሣሪያዎችን በመግዛት ት/ቤቱን ይረዳል፡፡					
3.	ህብረተሰቡ ት/ቤቱንና የትምህርት መሣሪያዎችን ይጠግናል ፡፡					
4.	ህብረተሠቡ ለአካባቢው ማህበራዊና ኢኮኖሚያዊ እንዲሁም ባህላዊ ዓላማ ት/ቤቱን ይጠቀማል፡፡					

5. የ ወላጅ መምህር ህብረት (ወመህ) ኮሚቴ አባላት ሚናቸውን እንዲይጫወቱ የሚያጋጥሙዋቸው ችግሮች ምን ምንድን ናቸው ?_____

6. .የት/ቤቱ የፋይናንስ ምንጮች ምን ምንድንናቸው?(*መልሱን በስተጀርባ ይፃፉ*)

_____

APPENDIX D

Interview:

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview for principals, town office head and PTA chair men

General information and respondents' personal data

For school principals:

Sex_____ Education Qualification_____ Service Years_____

Guiding Questions of Interview

1. Is your school design to safe-guarding against corruption, since decentralization is exposed to it?
2. Is there enough finance and good financial management in your school? If so, how do you follow?
3. How is the budget allocated for the school?
4. Is the strategic plan of the school prepared by the full participation of teachers and stake holders? If so how?
5. Is there relation between the key stake holders and the school committee (PTA) and the school in terms of the implementation of decentralization strategies? If so how?
6. Does the school have sufficient competence to carry out the new responsibilities it have been given?
7. What kind of help, that is not provided today, would the school like to get from the town education office?

Thank you!

For town education office head:

Sex_____ Education Qualification_____ Service Years_____

Guiding Questions of Interview

1. Is your office design to safe-guarding against corruption, since decentralization is exposed to it?
2. Is there enough finance and good financial management in your schools? If so, how do you follow?
3. How is the budget allocated for the schools?
4. Is there relation between the key stake holders and the school committee (PTAs) and the schools in terms of the implementation of decentralization strategies? If so how?
5. Does the education office have sufficient competence to carry out the new responsibilities it have been given?
6. Does a plan for training of personnel exist, who is in charge of this plan? What is the purpose with this training?
7. How good are the schools to fulfill their new responsibilities?
8. Is the town education office satisfied with the quality of information it get from the schools?
9. What kind of help does the town education office provided the schools to help them to increase their capacity?
10. What kind of help, that is not provided today, would the town educational office like to get from Oromia Education Bureau (OEB)?

Thank you!

For PTAs chair men (in Amharic):

Sex_____ Education Qualification_____

Guiding Questions of Interview

1. Is your school design to safe-guarding against corruption, since decentralization is exposed to it?
2. Is there enough finance and good financial management in your school? If so, how do you follow?
3. How is the budget allocated for the school?
4. Is the strategic plan of the school prepared by the full participation of teachers and stake holders? If so how?
5. Is there relation between the key stake holders and the school committee (PTA) and the school in terms of the implementation of decentralization strategies? If so how?
6. How do you express the level of participation of PTA members in the school?

Thank you!

APPENDIX E

Check List for Document Analysis

Name of the school_____

Education qualification of the principal_____

Service year_____

- The school has strategic plan: _____

- Teachers' In- service training (summer, night and distance):
  _____

- PTA members' programmed meetings and discussions:

  _____

- Passing rates of students:

  _____

- Text books distribution documents:

  _____

- General remarks of the analysis

  _____

APPENDIX F

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Observation

This study is aimed at an assessment of the current status of implementation of decentralized educational management system in Jimma town public primary schools. Therefore, the observation will focus on assessing physical facilities related with creating good teaching-learning environment.

School _____

Availability of school facilities

No.	Items	Strongly unavailable	Unavailable	Available but not satisfactory	Available	Strongly available
		1	2	3	4	5
1	Status of the schools' library.					
2	Status of the schools' Pedagogical center					
3	Classroom size (student section ratio)					
4	Status of the schools' toilets for students and teachers.					
5	Sport fields and materials					
6	Water supply of the school					
7	Desks for students					

APPENDIX G

Mathematical calculation for determination of sample size for teachers

-To determine the total sample size of teachers, the following formula was applied

$$n = \frac{NZ^2 pq}{(N-1)(e^2)+(Z^2 pq)}$$ Where, n= sample size

N= population

e = margin error (0.05)

p = Population proportion (o.5)

q = 1- p = 0.5

Z = Level of confidence (1.96)

Sample size of teachers

$$n = \frac{298 \times (1.96)^2 \times 0.5 \times 0.5}{297 \times (0.05)^2 + (1.96)^2 \times 0.5 \times 0.5} = \frac{286.1992}{1.7029} = 168.065 \approx 168$$

There fore, 168 teachers were selected as the sample from the total population of sample schools.

$n_h = N_h n$, where, n_h = Sample size of school h

N_h = Population of school h

n = total sample size

N = total population

Proportional Allocation:

The value of the allocation factor a_h of teachers for each stratum is as follows:

Cluster 1	Cluster 2	Cluster 3	Cluster 4
$a1 = \frac{N1}{N}$	$a2 = \frac{N2}{N}$	$a3 = \frac{N3}{N}$	$a4 = \frac{N4}{N}$
$a1 = \frac{134}{298}$	$a2 = \frac{56}{298}$	$a3 = \frac{59}{298}$	$a4 = \frac{49}{298}$
= 0.45	= 0.19	= 0.2	= 0.16

The sample size n_h of teachers for each stratum is:

Cluster 1	Cluster 2	Cluster 3	Cluster 4
$n_1 = na_1$	$n_2 = na_2$	$n_3 = na_3$	$n_4 = na_4$
= 168 x 0.45	= 168 x 0.19	= 168 x 0.2	= 168 x 0.16
= 75	= 32	= 33	= 27