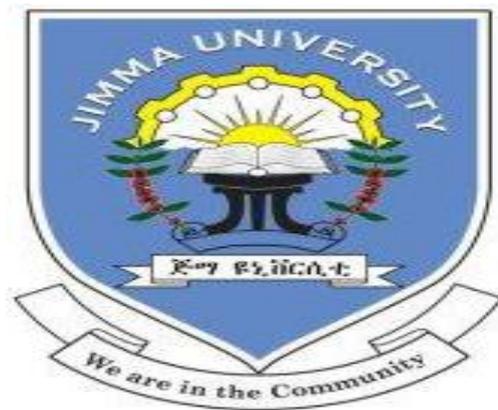


**SCHOOL BASED DECISION MAKING AND ITS IMPLMENTION IN
JIMMA ZONE SECONDARY SCHOOLS**



BY: - GADISA LEMI

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES OF JIMMA UNIVERSITY**

JIMMA ETIOPIA

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COLLEDGE OF EDUCATION AND BEHAVIORAL SCIENCES

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OCTOBER, 2019

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any other universities, and that all the sources used for this research duly acknowledged.

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List of Acronym

EDAD =Eastern District Academy of Dance

EDPM= Educational Planning and Management

ESDP= Educational Sector Development Program

FERPA=Family Educational Rights and privacy Act

FGD = Focus Group Discussion

GEQIP- General Education Quality Improvement Program

IOS= Internetwork Operating System

MoE =Ministry of Education

OECD= Organization for Economic co-operation and Development

PDM= Participative Decision Making

PTSA= Parents, Teachers, and Students Association

SBM= School-Based Management

SD= Standard Deviation

SIP== School Improvement Program

UNESCO= United Nations Educational, Scientific and cultural Organization

USA= United States of America

WSRC= Western Students Research Conference

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Abstract

The main objective of this study was to investigate the school based decision making and its implementation in secondary schools of jimma zone. To conduct this study descriptive survey design was employed. Out of total population of 241 respondents 42 teachers, 15 principals and 19 PTSA members were selected by simple random sampling methods, while principals by purposive and PTSA members were selected by availability sampling methods. Or techniques the data were gathered through questionnaire, FGD and document analysis data gathered through questionnaires were analyzed through quantitative approaches using percentages, mean standard deviation and the independent sample t- test where as data obtained through FGD and document analysis were qualitatively analyzed. The major finding of the study disclosed that decision making process secondary schools were practiced less than the expected level which needs improvement in the school communities' involvement such as in school budget preparation and disciplinary issues were involved at medium level in decision making areas such as setting learning objectives and co curricular activities. the study also revealed that students were not fully participated in school decision making in most sampled schools. besides. the study indicated that in its implementation few school leaders were not sufficiently effective in encouraging stakeholders and making decision. More over fear of risk taking and un willingness to share decision with stakeholders were found to influence school decision making. it was thus concluded the participation of teachers, PTSA and students in areas of school decision making was medium. This is likely to affect the overall activities of the school in general and teaching learning process in particular. Thus it is recommended that school leaders are expected to make informed decision through active involvement of school leaders are expected to work cooperatively to reduce fear of risk taking, create strong sense of ownership moral and recognition among stakeholders' and encourage parents to show greater interest in their children's education.

CHAPTER ONE INTRODUCTION

This chapter deals with the problem and its approach. It consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms, organization of the study, research design and methodology of the study.

1.1. Background of the Study

Education remains one of the primary means through which social mobility will attain. Yet, the many discourses on the state of educational institutions suggest institutions that are imperials for a variety of reasons. This crisis in public education is view as more pronounced in communities peopled by the poor of Latino and African-American descents than in white affluent community. (Barrera-Osorio & Linden, 2009)

However, the history of the decentralization movement reveals noticeable ideological shifts behind the purpose of school based management (SBM). School-based management (SBM) is generally the agreed-upon organisational model for delivery of education in many education systems around the world. In Queensland Australia, the focus of this paper, SBM will introduce in a systematic and formal sense in 1997 as a key element of a system-wide reform of government schooling. A major element of the SBM model was enhanced devolution of decision-making to the local school level. As a result, the nature and extent of school decision-making has changed, now characterised by greater participation of both teachers and parents in local school processes. However, not surprisingly in reality, the nature and extent of teacher and parent involvement varies across schools. In addition, the changes from central to school based decision making have also resulted in major challenges for school leaders to move to a 'new way' of doing things that requires participation of and collaboration with teachers and parent as well as all stakeholders.

School-based decision-making should involve collaboration between the school-based administrator, teachers, instructional support staff, parents, senior administration, School Council, the parish, and the community. A school and its community shall have the authority and the support to make decisions that directly influence the education of students and shall be accountable for the results. Community means a school's students, their parents/guardians and other community based support elements available to the school can be used to describe models in which decisions are taken by an individual principal or head teacher, by a

professional management committee within a school, or by a management committee involving local community members. And may an increased role for parents in the management and activities of the school or it may result in more active provision of training and materials to empower broader community involvement (Krishnaratne et al., 2013).

The devolved decisions can be financial (e.g. decisions about how resources should be allocated within a school; decisions about raising funds for particular activities within a school; etc.), managerial (e.g. human resource decisions, such as the monitoring of teacher performance and the power to hire and fire teachers; decisions relating to the management of school buildings and other infrastructure; etc) or related to the curriculum and/or pedagogy (e.g. decisions related to the articulation of a school's curriculum; decisions about how elements of a national curriculum will be taught and assessed within a given school; etc.). In order to support the process of decision-making, involve some means of providing information to community members on the performance of an individual school (or school district) relative to other schools (Barrera-Osorio & Linden, 2009). All of these models and mechanisms are considering potentially increases accountability and responsiveness to local needs by bringing local community members in to more directing contact with schools and it is increase efficiency by making financial decisions more transparent to communities.

Rationale for Hypothesis

The review suggests that when teachers collaborate to address important instructional issues, teaching and learning may be enhanced (e.g., Crow & Pounder, 1997; Erb, 1995; Goddard & Heron, 2001; Pounder,). In light of this, I decided to examine the extent to which teachers work collectively to influence decisions about school improvement, curriculum, instruction, and professional development. Specifically, the researcher wanted to know whether teacher collaboration around these fundamental issues positively predicted the unequal distribution of student success among schools and the researcher tries to explain the possible

School Improvement Hausman and Golding (2001) stressed the importance of teachers' influence over school decisions. Teachers are, after all, the school personnel most frequently and directly in contact with students. Thus the school system's primary reservoir of knowledge about means and ends' (Conley, SchmidleShedd, 2011, p.(262–263). Other researchers contended that giving teachers' responsibility for making key school decisions is important to developing professional communities among teachers (Louis et al., 2007; Marks & Louis, 2009).

Curriculum and instruction The involvement of teachers in the selection of instructional methods and activities and the evaluation of curriculum and programs is also important. Englert et al. (2013) found that teachers who were given a voice in curricular development claimed ownership of the process and thus were able to sustain changes that were decided in a team context. In a survey of practicing teachers, Melnick and Witmer (2010) found that teachers believed so strongly in the importance of sharing instructional strategies and ideas that they often made time during nonschool hours to meet in teams to discuss these issues. Rosenholtz (2010 b) supported these views and further stated that teachers should be involved collectively in instructional decision-making. Curriculum policies must include how the school will determine the curricular needs, how the curriculum will be developed and evaluated and how the school will implement program reviews in the areas of arts and humanities, practical living skills and career studies, and writing. Policies relating to staff time only apply to the amount of instructional time (e.g., number of classes taught, professional learning community time) and non- instructional time (e.g., how often supervise bus duty, how often supervise hallway duty) for the certified and classified instructional staff. The principal has the responsibility of assigning teachers to courses and classes.

Policies relating to student assignment apply to classes and programs within the school. However, school staff must adhere to the Family Educational Rights and Privacy Act (FERPA) when discussing student needs and placement. Policies relating to schedule of the day and week only apply to the time between the time the school day begins and ends. The district sets the school calendar as well as the time that each school day begins and ends. Policies relating to the use of school space apply only to the use of the space during the school day. Other uses of the school outside the school day fall under district board of education policies. Policies relating to discipline and classroom management must be part of the comprehensive school safety plan and must be consistent with the local board's code of student conduct. Policies relating to extracurricular activities must be in alignment with organizational requirements and/ procedures (e.g. different clubs as well as local board of education policies and procedures).

Professional Development In SBDM schools, the principal is responsible for seeing that school council policy is implementing. While school councils do not have absolute and unchecked authority, they do have authority to make policy to change schools in significant areas. School council authority is retaining and exercised at the school level, with oversight

by and assistance from the school district Haussmann and Golding (2011) stated that professional development opportunities, when offered at the level of individual schools, are indicators of school community. Melnick and Witmer (1999) contended that teachers must become actively involved in their own professional development. Such involvement provides opportunities for teachers to learn with colleagues. Further Melnick and Witmer stated that encouraging active teacher involvement through professional development may allow and a Theoretical Empirical Investigation of Teacher Collaboration teachers to bring about systemic reform. Professional development may be a key to improving instruction and fostering a strong sense of professional community (Louis et al., 1999a). Moreover, teachers who find challenge and personal accomplishment, often through continued professional development, are more likely to remain in the teaching profession and to work hard to help their students succeed (Rosenholtz, 1999b).

Local Decision-Making about a School's Budget The School Committee will seek to maximize the percentage of a school's budget that is expended by the decision of the building administrator or School Site Council and to maximize the percentage of all central allocation. The GSP budgets, the External Funds budget, the special grants that are allocate directly to schools and expended by decision of the school. The Steering Committee should offer suggestions for achieving these goals and seek to measure their achievement over the course of this agreement

1.2 Statement of the Problem

Educational organizations are complex institutions which require different kinds of decisions like policies, programs, school organizations, finance, training, curriculum and instruction, monitoring and evaluation, discipline and others. In supporting this idea, Ivancevich (2005) has explained that, decision is required for the purpose of planning, practicing and managing instructional process, solving problems, adjusting unfair situations, classroom management and conflict resolution. Therefore, it is very important for decision makers to look in to the objectives and goals of the organization as a whole in pursuing their decision Involvement of subordinates in decision making in organizations has attracted major advocacy in the current day management. At the same time, involvement of stalk holders in decision making is viewed as a major component of democracy. In line with this idea, the decentralization of school management can make decision making more democratic and lead to improved efficiency and effectiveness. The expansion of good governance and democracy to schools require the involvement of stakeholders such as policy makers, teachers, students, parents and

community members (Naidoo & Jordan, 2005). David (1989) has also described that the effects of devolution of decision make authority to schools as follows school-based management reforms that devolve decision-making authority to the schools, For example, have had important effects on teacher performance and student learning by making schools more accountable to their communities. David (1989) and Bachelor (cited in Mualuko, 2009) has agreed that, the involvement of the key stakeholders (teachers, students and parents) in decision making helps to improve the quality and acceptance of the decision, and enhance the effectiveness of the organization to achieve its goals. This provides a better chance for the leaders to communicate easily and for delegation of responsibility.

According to Simon (1962), delegation can reduce the difficulty of communication and helps to communicate the decision makers with the implementers. On the other hand, Melaku (2000: 178-179) has stated that, the decision made by individual is related to his/her personal goal and interest, such individual who made decision by themselves are not willing to delegate others and made all decisions based on his/her personal interests (biased and dictatorial decision maker) is not accepted in today's dynamic world. Therefore, decision makers should gather available and pertinent information in unbiased way and evaluate alternative courses of actions creatively and realistically.

Other research conducted at national level on school- based management (SBM) and decision- making in Ethiopian government schools (Workneh, 2012) found out that there was weak communications between the stalk holders and the schools constrained the process of devolving decision- making to school level. However, the gap between theoretical concepts and the actual practice of decision-making in secondary schools of jimma zone remained to be unstudied. Thus ,the researcher wants to study the practice of the devolution of school based decision making and its implementation if there is a gap or not according to the other scholars studied in Ethiopian schools improved or remain the same in jimma zone secondary schools; beside this the effectiveness of students' out come in jimma zone secondary school is very low relative to other oromia zones this is why the researcher wants to investigate the topic Thus, the main purpose of this study was to explore the current practice and related problems of decision making and its implementation in secondary schools of jimma Zone more specifically, the study will attempted to answer the following basic questions

1. What are the major decision making practices in secondary schools of jimma Zone?

2. How effective are school leaders in playing their roles in decision making in secondary schools of jimma Zone?
3. To what extent parents, teachers and students play their roles in school based decision making?
4. What major factors affect the process of decision making and its implementation in secondary schools?

1.3 Objectives of the study

The study attempt to address the following general and specific and specific objectives

1.3.1. General objective The general objective of this study will to investigate the practices and problems of decision making in secondary schools of jimma Zone and to seek feasible solutions which may ultimately help to create favorable teaching learning environment.

1.3.2. Specific objectives

The specific objectives of the study are to:

1. Assess the practices of decision making in secondary schools.
2. Investigate how effective school leaders are in creating suitable conditions for schools' decision making.
3. Examine the extent to which teachers, PTSA and students 'council play their roles in decision making.
4. Identify the major factors that affect the process of decision making in secondary schools of jimma Zone.

1.4. Significances of the study

Schools are complex organizations with a diversified group of people which encountered by various problems that requires an appropriate decision. Because of this, decision can be made in education system at different levels, on various problems, that face the organization in its day - to-day activities. The school based decision making requires a deep investigation and intensive follow up. To this end, the need to know what to do with decision making; how to make it systematic; how to use the appropriate style; in order to ensure the quality and acceptance of decisions are crucial aspects in any organization. Therefore, the study may:

- . 1. Contribute to the practical knowledge of the duties and responsibilities of school leaders associated with decision making.

2. Contribute for school leaders, teachers, students and parents to identify the major factors that influence decision making and to serve as reference for future studies on the area. .

1.5 Delimitations of the study

The study was delimited to Oromia Region with jimma zone particular reference to five secondary schools namely Bilida ,Garuke, Baabu ,Gembe and Seka secondary schools. So as to make it manageable, the study also focused on assessing the practices, effectiveness and challenges' of decision making. Furthermore, the study will delimited to the practices and related problems of decision making and factors that hinders its implementation in the past four years.

1.6 Limitations of the study

This study was subjected to series of problems such as scarcity of time, inconvenience of transport during data collection from one school to another in the district and few of PTSA members were busy and had little time to participate in FGD discussion and they were delaying plans by giving appointment for various reasons that made the researcher consume more time than expected. Furthermore, the study was limited particularly few teachers had showed less interest or carelessness in filling out the questionnaires responses with less concern and. These situations might have denied full opportunities so that they offered for collecting the data. In spite of these few constraints, maximum efforts have been exerted to collect enough data and make it meaningful and complete as much as possible

1.7 Operational Definitions of Terms

Decision making is a process of making a choice from a number of alternatives to achieve a desired result.

Effectiveness: the degree to which something is successful in producing a desired result; success.

Group decision making involves multiple actors (decision makers) each with different skills, experiences and knowledge relating to different aspects (criteria) of the problem.

Secondary schools are educational institutions which consist of grade 9 and 10 and are supposed to prepare students for preparatory education in Ethiopia.

Stakeholders- the stakeholders of an organization are any individuals who have an interest in running of an organization or the outcomes of a specific decision. In the context of schools, stakeholders can be students, teachers, parents, administrators, other members of the community.

Students Council is an elected organ of students who participate in secondary schools administration especially by counseling the students.

Zone an administrative locality next to Region and consist of limited Woreda

1.8. Organization of the study

This study is organized in five chapters. The first chapter deals with introduction which included background of the study, statement of the problem , objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of terms. The second chapter deals with the review of related literature. The third chapter deals with research design and methodology used. The fourth chapter contains presentation, analysis, and interpretation of the results. The fifth chapter deals with the summary, conclusion and recommendations. Finally, appendices and references are attached at the last part of the study report.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

This chapter provides a review of related literature on different aspects of principals, teachers, parents and students involvement in decision making. It comprises concepts, nature, process and area of decision-making in school. This review also emphasizes the role of principals in participative decision making and considers the factors that affect teachers' involvement in school decision making.

2.1. The Concept of Decision Making

Decision Making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision-making is considered to be "the heart of management" In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe and McCormick, 2001). Decision-making is applied in any of the organization activities. Griffith (cited in Owens, 1987) has highlighted three important concepts concerning the nature of decision-making. These are 1) the structure of the organization is determined by the nature of its decision-making process, 2) An individual's rank in an organization is directly related to the control exert over the decision process, and 3)The effectiveness of an administration is inversely proportional to the number of decisions that he/she must personally make. According to Sergiovanni (1999), schools are unique environments. Moreover, the quality of that environment- the schools climate and culture rests with the outcomes associated with the decision made by its leaders (Thomas & Bainbridge, 2002). Indeed these outcomes tangibly influence the environment which students inhabit, ultimately affecting the quality of students overall educational experience. However, the relationship between the schools environment and organizational decision making is complex and interrelated (Senge, 1990). On the other hand, the existing environment influences the problems that emerge yet, on the other hand, problem resolution shape the environment.

2.2. Process of Decision-Making

Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on...(Harris (1998).

According to Baker et al. (2002), decision making should start with the identification of the decision maker(s) and stakeholder(s) in the decision, reducing the possible disagreement

about problem definition, requirements, goals and criteria. Then, a general decision making process can be divided into the following steps:

Step: 1. Define the problem.

“This process must, as a minimum, identify root causes, limiting assumptions, system and organizational boundaries and interfaces, and any *problem statement* that describes both the initial conditions and the desired conditions”... Of course, the one-sentence limit is often exceeded in the practice in case of complex decision problems. The problem statement must however be a concise and unambiguous *written* material agreed by all decision makers and stakeholders. Even if it can be sometimes a long iterative process to come to such an agreement, it is a crucial and necessary point before proceeding to the next step.

Step: 2. Determine requirements

“Requirements are conditions that any acceptable solution to the problem *must* meet. Requirements spell out what the solution to the problem *must* do”... In mathematical form, these requirements are the constraints describing the set of the feasible (admissible) solutions of the decision problem. It is very important that even if subjective or judgmental evaluations may occur in the following steps the requirements must be stated in exact quantitative form, i.e. for any possible solution it has to be decided unambiguously whether it meets the requirements or not. We can prevent the ensuing debates by putting down the requirements and how to check them in a written material.

Step: 3. Establish goals “Goals are broad statements of intent and desirable programmatic values... Goals go beyond the minimum essential *must have*. (i.e. requirements) to *wants* and *desires*”... In mathematical form the goals are objectives cinerary to the requirements that are constraints the goals may be conflicting but this is a natural concomitant of practical decision situations.

Step: 4. Identify alternatives

“Alternatives offer different approaches for changing the initial condition into the desired condition”... Be it an existing one or only constructed in mind, any alternative must meet the requirements. If the number of the possible alternatives is finite, we can check one by one if it meets the requirements. The infeasible ones must be deleted (screened out) from the further consideration, and we obtain the explicit list of the alternatives. If the number of the possible alternatives is infinite, the set of alternatives is considered as the set of the solutions fulfilling the constraints in the mathematical form of the requirements.

Step: 5. Define criteria

“Decision criteria, which will discriminate among alternatives, must be based on the goals”. It is necessary to define discriminating criteria as objective measures of the goals to measure how well each alternative achieves the goals.. Since the goals will be represented in the form of criteria, every goal must generate at least one criterion but complex goals may be represented only by several criteria. It can be helpful to group together criteria into a series of sets that relate to separate and distinguishable components of the overall objective for the decision. This is particularly helpful if the emerging decision structure contains a relatively large number of criteria. Grouping criteria can help the process of checking whether the set of criteria selected is appropriate to the problem, can ease the process of calculating criteria weights in some methods, and can facilitate the emergence of higher level views of the issues. It is a usual way to arrange the groups of criteria, sub-criteria, and sub-criteria in a tree-structure Train taphyllos, E. (2000).According to Baker et al. (2002), criteria should be able to discriminate among the alternatives and to support the comparison of the performance of the alternatives,

- Complete to include all goals,
- Operational and meaningful,
- Non-redundant,
- Few in number.

Step 6 select decision making tools

There are several tools for solving a decision problem. Some of them will be briefly described here, and references of further readings will also be proposed. The selection of an appropriate tool is not an easy task and depends on the concrete decision problem, as well as on the objectives of the decision makers

Step: 7. Evaluate alternatives against criteria

Every correct method for decision making needs, as input data, the evaluation of the alternatives against the criteria. Depending on the criterion, the assessment may be objective (factual), with respect to some commonly shared and understood scale of measurement (e.g. money) or can be subjective (judgmental),reflecting the subjective assessment of the evaluator. After the evaluations the selected decision making tool can be applied to rank the alternatives or to choose a subset of the most promising alternatives

Step: 8. Validate solutions against problem statement

The alternatives selected by the applied decision making tools have always to be validated against the requirements and goals of the decision problem. It may happen that the decision making tool was misapplied. In complex problems the selected alternatives may also call the attention of the decision makers and stakeholders that further goals or requirements should be added to the decision model Okumbe (1998:234) defines decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected. Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time to time. Decision-making, therefore, is not a onetime activity, but rather a continuing enterprise every successful organization must make decision that enable the organization to achieve its goal and which meet the critical needs of members of the organization. Stoner and Freeman (1992:254) also note that “the basic process of rationale decision making involves diagnosing, defining and determining the sources of the problem, gathering and analyzing the facts of the problem, developing and evaluating alternatives and converting the alternatives in to action”. As Musaaazi (1982) has explained that decision- making is a process which involves identifying and selecting a course of action to deal with the specific problem. Owens (1995:25) has identified steps involved in decision making: defining of the problem, analysis of the problem, developing alternative solution, deciding on the best alternative, convert decision in to effective action. The process of decision making can be considered to consist of steps beginning with problem identification and ending with the evaluation of its outcomes.

2.3. Types of Decision-Making

There are many types of decision-making. However, management writers such as Ivancevich et al, (2005) and Okumbe (1998:98) often distinguish between two types of decisions based on their nature as: programmed and non- programmed decision. In support of this idea, Chiffith, (1991) as cited in Assefa (1995:21) has classified decision in to ``individual and group decision, personal and organizational decision and non - programmed decision intermediary, appellate and creative decisions, rationale and non -rationale decision..

2 3.1 Individual versus Group Decision Making

Decision can be made either individually or by groups based on the nature individually or by groups based on the nature of the problem and the situation. Whether decision is made by

individual manager or by groups its type is determined by the decision. In support of this idea, News (1990:68) suggests that, the question of decision making by individuals or involving others should not be determined by the leader's personal choice but by the nature of the problem and the situation.

In most school districts and schools, a great deal of decision making is achieved through committees, task forces, site-based councils, and other kinds of groups (Bonito, 2011). This is because the increased complexity of many decisions requires knowledge in numerous areas, usually not possessed by one person. This requirement, together with the reality that the decisions made eventually accepted and implemented by many throughout the school district or school, has increased the use of collaborative approach to decision making (Zarate, 2009).

Developing a culture for group decision making, it takes time to develop a comfort level for both the school leader and followers. Concerns in particular in schools: ethos and climate including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

Participating in the school decision-making process also enables them to become aware of the needs and problems of poor students and their participation in the PTSA provides feedback on matters from the students' perspective. In addition, students' participation enables them to take responsibility of becoming class captains (monitors) and to manage the class effectively in the teacher's absence (MOE, 1998). Community members have more direct contact with schools and it increases efficiency by making financial decisions more transparent to communities.

Decision making quality is the process that is based on vision, mission and empowerment priorities using facts and data and minor the effectiveness and decisions and a decision processes which is followed by giving priority attention to decision processes that impact the quality of student learning and teachers' proficiency; gathering and analyzing data by using critical thinking and problem solving techniques to inform the problem defining and solution identifying processes using timely effective and transparent processes for making decision and articulating who makes which decisions by empowering others and distributing leadership when appropriate by distinguishing when to employee delegated decision making consensus decision making, leader made decision after input or leaders directed decisions by communicating explaining reflecting on decisions as well as evaluating decisions for effectiveness equity intended and actual outcomes, follow up actions and revision as needed. Incorporating data driven decision making with effective technology integration to analysis

school results ,demonstrating emotional self control ,explicit improvement in performance based on evaluation and formative feedback reacts constructively to barriers to success and handles disagreement and descent with leadership constructively and respecting the cultural back ground of students ,parent and faculty in addressing school improvement student achievement issues and while a period of discussion members privately rank the ideas, generation of and discussion precedes in the manner until the solution is found

2.4. Major practices in School Decision Making

Principals as the school chief educational leader play a major role in shaping the nature of school organization. In supporting this idea, Ministry of education, Government of Ethiopia (2005:16)

Commented that; `` principals as individual leader play a pivotal role in the success of the school. In the successful school leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving situations, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership that take responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and close work with parents, and community members. In addition, the government of Ethiopia has also recently focused on improving school-based management through the devolution of education is decision making to school levels. To achieve this objective, it has promoted the role of various education stakeholders in decision making specifically,

- It has tried to strengthen the relationship between the WEOs and the schools through monitoring and capacity building schemes
- The recent education programs such as ESDP IV, GEQIP and SIP give more power to head teachers and administrators to coordinate the roles of communities, parents and local administration in decision- making.
- The policy emphasizes importance of the participation of communities, parents and teachers (through PTSA) for the improvement of critical decision- making at school level.
- As a key local administration unit working closely with the community, kebele administration is considered as one of the key stakeholders for enhancing school-based management.

- The participation of students in education management is also a way of promoting participatory decision making at school level

2.5 Importance of Decision Making.

Decision-making is perceived as a key process or activity in organizations and what leaders 'do'.

Johnson and Kruse (2009) believe "decision making lies at the heart of managerial behaviour"

Decision-making is an important construct for all members of organizations to define themselves, their roles and their expectations of each other. People in organizations tend to "think and act in terms of decision-making" (Laroche, 1995, p.72). Decision-making is characterized as one of the eight key elements of educational leadership

(Dimmock and Walker 2002). More effective ways of decision making are viewed as essential given current challenges such as rapid technological change, globalization, hyper-competition, and various other social, cultural and economic developments. Barrett et al (2005) refer to "*a paradigm shift in decision making*" (p.214) driven by the need to respond to such challenges advocating a greater need for creativity and collaboration in decision-making. In educational leadership now alternative forms of decision making are promoted which may question the leader's traditional established role as the ultimate or sole decision maker and perhaps make the leader more of a 'ratifier' of decisions arrived at in collaborative contexts (Law and Glover, 2000)

2.6 Decentralization of Decision-Making Authority to Schools

This sub-section attempts to discuss what international literature tells us about education management at school level and how it contributes to improving critical decision-making. Today, greater decentralisation of educational decision-making is becoming the common aspiration of many developing countries (De Grauwe et al. 2011). Some researchers argue that the participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralisation of school management (J. Naidoo 2005). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Luck 2011). The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and

expanded school-based management (J. Naidoo 2005). Researchers have identified some benefits of decentralisation for critical decision-making at school level.

First, as Dunne et al. (2007: 10) have pointed out, education decentralisation reduces inequities mainly when financial responsibility is delegate to local government. Sub-Saharan African countries, from Ethiopia to South Africa, have recently been engaged in administrative decentralisation, and efforts have been made to increase school-level independence through the provision of direct financial support to schools in the form of school grants and by promoting community participation in school governance (J. Naidoo 2005: 122). Therefore, decentralisation facilitates responsiveness to local needs through community participation, transparency and accountability in school management (Dunne et al. 2007).

Second, decentralisation leads to a change in school management. Many African countries, for example, regard decentralisation as a means for management restructuring (Dunne et al. 2007). In many developing countries, the school administration is a combination of head teacher, teachers, school administrators, community representatives and local government authorities. The decentralisation process has achieved important outcomes as school administration and communities play greater roles in building classrooms, recruiting contract teachers, and raising community contributions (Dunne et al. 2007: 9). Moreover, the school administration are involved in the setting of staff qualifications, textbook development, monitoring and evaluation, teacher training, partial financial administration, designing school rules, and maintenance of school facilities (J. Naidoo 2005: 42).

Third, the decentralisation of school management can make decision-making more democratic and lead to improved efficiency and effectiveness. The expansion of good governance and democracy to schools requires the involvement of stakeholders such as policymakers, teachers, students, parents and community members (J. Naidoo 2005). Vegas (2007) describe the effects of devolution of decision-making authority to schools as follows: School-based management reforms that devolve decision-making authority to the schools, for example, have had important effects on teacher performance and student learning by making schools more accountable to their communities. Devolution of decision-making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, more homework assignments, and better parent-teacher relationships.

However, while decentralization may be a goal of many education reforms, research from many developing countries indicates that decentralization policy does not necessarily produce the expected outcomes (Dunne et al. 2007: 9). Some of these challenges are discussed below. On the one hand, decentralization has not devolved power and control over education management, financial administration and teacher management to the school level. Studies in some African countries, for example, indicate that decentralization is loaded with bureaucratic bottlenecks (De Grauwe et al. 2011). Furthermore, in many developing countries, the shift to decentralization as a way of improving service delivery has initiated because of pressure from international organizations. It is not an internally driven force that will bring realistic outcomes in the system (De Grauwe et al. 2011). Another challenge is that problems such as poverty, difficult socio-political situations and limited economic opportunities have prevented decentralization from bringing about the desired outcomes in local contexts (Dunne et al. 2007: 6). Therefore, as mentioned in the above literature, the researcher wants to search the school-based decision making and its implementation in Jimma Zone Secondary Schools whether it is properly implemented or not and give suggestions to its improvement based on the principles to improve the proper way of school-based decision making at the school level by the participation of all stakeholders.

2.7 Implementation of decision

Once the decision has been made it needs to be implemented. This stage of the process is critical to the success of the decision and is the key to effective decision making. The best alternative is worth nothing if it is not implemented properly. In order to successfully implement a decision, Managers must ensure that those who are implementing it fully understand why the choice was made, why it is being implemented, and is fully committed to its success.

Decisions often fail at the implementation stage because managers do not ensure that people understand the rationale behind the decision and that they are fully committed to it. For this reason many organizations are attempting to push decision making further down the organization to ensure that employees feel some sense of ownership in the decisions that are made. To implement the decision to acquire another smaller business in a different country requires.

Good conceptual skills and could prove challenging. In addition to legal and competitive issues the organizations will have to deal with assimilating aspects of the new business into their current operations. (Codina, 2008). Often described as 'school-based' or 'community

based' management, the devolution of decision-making authority to schools includes a wide variety of models and mechanisms. These differ in terms of which decisions are devolved (and how many), to whom decision-making authority is given, and how the decentralization process is implemented (i.e., through 'top-down' or 'bottom-up' processes). School-based decision-making can be used to describe models in which decisions are taken by an individual principal or head teacher, by a professional management committee within a school, or by a management committee involving local community members. This last model may simply imply an increased role for parents in the management and activities of the school or it may result in more active provision of training and materials to empower broader community involvement (Krishnaratne et al., 2013). The devolved decisions can be financial (e.g. decisions about how resources should be allocated within a school; decisions about raising funds for particular activities within a school; etc.), managerial (e.g. human resource decisions, such as the monitoring of teacher performance and the power to hire and fire teachers; decisions relating to the management of school buildings and other infrastructure; etc) or related to the curriculum and/or pedagogy (e.g. decisions related to the articulation of a school's curriculum; decisions about how elements of a national curriculum will be taught and assessed within a given school; etc.).

In order to support the process of decision-making implementation, many models involve some means of providing information to community members on the performance of an individual school (or school district) relative to other schools (Barrera-Osorio & Linden, 2009). All of these models and mechanisms are considered to potentially increase accountability and responsiveness.

2.8 The Role of Head Teachers in Promoting Key Decision-Making

The literature is convincing in the evidence theme roles and responsibilities of principals changed when principals decision making approaches was introduced (Cranston, 2001).

Decrease in	Increase in
<ul style="list-style-type: none"> ❖ Individual responsibility to take decisions, although the number and variety of ways to achieve significantly. ❖ ❖ ❖ Time and opportunities to take individuals decisions. ❖ Involvement in low-level management ❖ activities delegated to others where 	<p>The need to work with and through representative committees and groups in collaborative.</p> <ul style="list-style-type: none"> ❖ The need to delegate decisions to others to empower them. ❖ Accountability to school community members. ❖ School leadership through visioning, strategic planning. <ul style="list-style-type: none"> ❖ Changes in attitudes, culture and a focus on people. ❖ Operational climate change for decision making at school.

Source: Adapted from (Cranston, 2001)

In line with the above idea, Jackson (2000:44) as cited in Wndesen Berihanu (2011) suggests the following for principals to consider in order achieving greater stakeholder's involvement.

These include:

Be willing to share decision making with others, let go off traditional authority and top- down roles, providing empowerment through training, this aspect crucial, specially for illiterate parents, strive for flatter organizational structures, give support and establish on environment of trust and respect, strive to ensure that involvement becomes meaningful to all players, endeavor to engage a representative of learners in issues that affect their education and schooling, help teachers to balance their increased workload that has resulted from involvement in decision making structures (curriculum committee), minimize the perceived gap.

The contribution of head teachers to the strengthening of school-based management provides an account of how head teachers play a part in the further decentralisation of decision-making at school level. The role of head teachers is one of the factors in the success or failure of the education system at school level. Head teachers play an important role in financial administration and staff management. In Malaysia, the head teacher and assistant head teachers play vital roles in the management and administration of financial and material resources (Kandasamy and Blaton 2004: 46–7). Head teachers are very important for improving teacher management and teacher motivation and for improving students' achievement (Mpoksa and Ndaruhutse 2008: 11). It is argued that the important elements in the head teachers' managerial skills include a good educational background, ability to create a good work environment, public relations skills and the ability to communicate well with stakeholders. These elements can be considered as the essence of educational management (Luck 2011; J. Naidoo 2005). Effective management of schools may lead to improved performance and productivity.

Therefore, head teachers can make a key contribution to the creation of conducive environment for the staff to achieve these things (Luck 2011: 3). The growing interest in strengthening education management at school level can support this process (Gottelmann-Duret 2000: 42). Contend that teachers must become actively involved in their own professional development. Such involvement provides opportunities for teachers to learn with colleagues. Further Melnick and Witmer stated that encouraging active teacher involvement through professional development may allow and A Theoretical Empirical Investigation of Teacher Collaboration teachers to bring about systemic reform. Professional development may be improving instruction and fostering a strong sense of professional community (Louis et al., 1999a). Moreover, teachers who find challenge and personal accomplishment, often through continued professional development, are more likely to remain in the teaching profession and to work hard to help their students succeed (Rosenholtz, 199b] being willing to share decision-making with others issues of power delegation and empowerment are important here

- developing a welcoming culture, particularly for parents
- developing trusting partnerships with parents and teachers
- being willing to commit to the skill development of parents and teachers
- striving to ensure that involvement is meaningful

- endeavouring to engage, if not all, at least a representative cross-section of parents in decision-making
- Helping teachers balance time and workload issues resulting from involvement with their other (teaching) responsibilities in the school.

2.9 The role of communities and parents in school decision-making

In this sub-section, the paper reviews literature on the role of communities and parents in school-based decision-making. It also provides some discussion of how community participation contributes to the further decentralisation of critical decision-making at school level. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are making at local level are arguably more responsive to specific issues related to school contexts (Dunne et al. 2007: 20). An important achievement has observed in South Africa in this regard, since school-based governance is often integrates with participatory decision-making (J. Naidoo 2005: Another advantage is that decentralisation empowers communities to mobilise resources (Dunne et al. 2007). In Ghana, for example, decentralisation helps to enhance the efficiency of school management and accountability (Dunne et al. 2007: 9).

Third, decentralisation motivates parents to show greater interest in their children's education. In some cases, the function of local education offices is financing by communities (Dunne et al. 2007: 11). According to De Grauwe et al. (2011), the involvement of parents, teachers, local councillors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement. However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (J. Naidoo 2005: 1

2.10 The role of the local board to implement school-based decision-making

The local board plays a great roles to implement school-based decision-making in different ways among these school budget and administration, including discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses; Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school

district, the community, and the state; School improvement plans, including the form and function of strategic planning and its relationship to district planning as well as the school safety plan and requests for funding from the Centre for School Safety under KRS 158.446 Professional development plans developed pursuant to KRS 156.095; Parents, citizen, and community participation including the relationship of the council with other groups; Cooperation and collaboration within the district, with other districts, and with other public and private agencies; Requirements for waiver of district policies; Requirements for record keeping by the school council; and Process for appealing a decision made by a school council,

Local boards must have adopted policies for the implementation of school-based decision making within the district. Included in the policies is the district's role as well as the school councils' role, if any. Local boards of education must have policies in place that describe how funds will be allocate to school councils and what fiscal procedures will be used in the district. Board policies must describe a procedure for reimbursing council members for training and other expenses related to their duties as school council members. Local school boards must have a policy for school councils to follow regarding how individual student progress will be assesses and what testing and council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council. Local school boards may give additional authority to school councils. Liability insurance must be provide for school reporting methods will be use in the district council members by the school board .(school based decision-making handbook page 68 -72)

2.11. The role of teacher Representatives

Teacher representatives make up the majority for the school council and they in order to assist the effectiveness of the school council; Increase understanding of school management to ensure they are meeting the changing educational needs of students , Be familiar with the statutes that govern school-based decision making ,Serve on a variety of school council committees maintain a good and working relationship with staff, families and administrators, Be decisive on issues that are in the best interest of all the students, Devote the time necessary to understand how the present school council is managing the school, especially in areas of curriculum, instruction, scheduling of staff time, student placement, space allotment, budget and personnel, Be "team players" and value the opinions and perspectives of other

faculty and families and Understand the link between school councils and successful school management. Teachers can participate in decision making either as individuals, in committees or in staff meetings as a group. Chan et al, (1997) has discussed that teachers' participation in a decentralized devolution system as follows; the level of participation involves individuals who carry out tasks and make decisions while pursuing the schools goals, the level of participation focuses on the interaction among school members as teams, groups or departments. The decision-making area at this level of participation involves issues that mainly relate to functioning of groups, for example, subject committee. This committee will be in charge of ordering text books, promotions within the department, supervision of members and other issues, extracurricular activity groups: this committee will be in charge of sports, entertainment and school trips and groups that handle discipline and disciplinary issues. Committees are a way to formally draw together people of relevant expertise from the whole staff complement (Chan et al., 1999 p. 17)

2.12 The role of students in school decision making

Student participation in decision making refers to the work of students' representative bodies such as: School councils, student parliaments and the perceptual body. According to Novella (1998:12) has pointed out, the principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. Huddleston (2007:11) has added that students should be involved in all areas of the school life. Huddleston has also added that the range of activities that make up the work of the school can be categorized in a number of different ways, but, however, it is categorized one should expect students to have opportunities for involvement in each major area. In general, a primary task of the school is to create a stimulating learning climate which develops active involvement of students in their education and develops active involvement of students in their education and develops a spirit of inquiry. This climate when students work together with school staff in such activities as planning and evaluating school programs

2.13. Legal framework: the Ethiopian context

Decentralisation of key decision-making at school level has been a recent development in the Ethiopian education system. This section analyses how Ethiopian education policy enables school-based management to work with stakeholders to make decisions that will improve the quality of children's education. Ethiopian educational history indicates that the issue of school management and decision-making at school level is a recent development. The modern school systems were been introduced into the country by missionaries during the

nineteenth century. Emperor Menilik built the first modern government school in 1908; Emperor Haile Selassie and the subsequent regimes (Nekatibeb 2012) built further schools. The rise of different governments to power in Ethiopia were been accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned based on the emperor’s conviction that education held a key position in the country’s development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled *General Directions of Ethiopian Education* in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Nekatibeb 2012). Similarly, the Federal Democratic Republic of Ethiopia issued two policy documents entitled *Education and Training Policy*’ and *‘Education Sector Strategy*’ in 1994. Initially, policy focused on improving education access and equity. The Government then started to emphasise the importance of school governance. For example, the *Education Sector Development Programme (ESDP) I* (MOE 1998) defined the roles and responsibilities of school governance at the federal, regional and woreda level. When *ESDP II* was designs in 2002, the Government realised the significance of management and decision-making at the woreda and school levels.

This was further strengthened with *ESDP III* (2005) when the Government decided to decentralise critical decision-making from regions and zones to the woreda and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE 2005:23). The devolution of decision-making authority to the woreda level was expects to strengthen woreda-level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MOE 2005: 23). The focus of the decentralisation programme at this time was to strengthen the capacity of Woreda Education Offices (WEOs) through training in educational and financial management (MOE 2005: 23). *ESDP III* also outlines the importance of community participation in school decision-making and financing. Communities were expects to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers’ houses, and encouraging girls to enrol in schools. Community members and parents are members of the *Parent–Teacher Associations (PTAS)*, which were expected to participate in preparing annual action plans (MOE 2005: 24).The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access,

equity and quality in primary education (MOE 2005: 29). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programmes that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the woreda administration still had more powers of critical decision-making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE 2005: 37).

At the end of ESDP III, it was recognised that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government programmes because they did not have the capacity to ensure that schools were managed and administered effectively. In addition, the system suffered from a weak relationship between regions and woredas (MOE 2010). ESDP IV therefore emphasised the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centres, and improving school-level management through capacity-building programmes (MOE 2010: 69). The General Education Quality Improvement Programme (GEQIP) aims to improve quality intervention in key areas, including school management and administration (Shibeshi 2008). Priority areas identified included increasing effectiveness and efficiency through decentralised educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE 2008).

Alongside ESDPs and GEQIP, the Government has designed and implemented the School Improvement Programme (SIP). One of the focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE 2005: 56). The document outlined the main components of school management and administration as head teacher and assistant head teacher; school management committees at various levels (comprising teachers, students, parents and representatives of the local community); and educational experts and supervisors working at various levels outside the school. These parties are expected to take responsibility for problems and weaknesses that arise in schools, and they play leading roles in implementing effective practices and decisions (MOE 2007). As compared with the other policy documents

discussed above, the SIP gives more decision-making power to the head teacher. Head teachers are responsible for making parents and the school community aware of school improvement plans by using school newspapers, magazines, pamphlets and meetings (MOE 2007b). The SIP says that any individual who participates in the activities of the school can participate in the evaluation process. Head teachers are empowered to make key decisions and lead all stakeholders at school level, including ensuring that the rights of all stakeholders are maintained and their opinions are heard and considered. Stakeholders' participation can be facilitated effectively through communication. The head teacher needs to explain how the school community members, i.e. teachers, school committee, student representatives and clubs, can participate in school improvement activities.

As the head teachers lead the development of strategy at school level, they should also encourage teachers to play a leading role in the development of strategy by participating in the self-evaluation process (MOE 2007b). The head teacher should provide management and professional competency training for teachers and staff members and support them to take responsibility for the school improvement plan. Furthermore, the head teachers should arrange training opportunities for student representatives, parents and other community members on school improvement and self-evaluation processes (MOE 2007b).

The SIP also emphasizes the importance of the Keble administration in the implementation of decentralized educational management. The Keble Education and Training Boards were expected to play an important role in supervising and assisting schools to implement the SIP; in helping schools in getting the necessary assistance from governmental and non-governmental organizations; and in coordinating the support and assistance provided by students, parents and local community (MOE 1998). One of the stakeholders described in the SIP is student clubs. The document outlines the importance of student participation in school decision-making for improving teaching and learning. Thus, to ensure the participation of students in school activities (MOE 1998):

2.13 Factors affecting school decision making

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (Mac Beath, 1998; Day, et al, 2000). 1) There is a growing of purpose and access to information; (2) Power and authority relationships; (3) administrative support and the changing role of central office personnel and (4) Policies at the

district, state, and federal levels. These issues are taken singularly or collectively affect the long-term effectiveness of decentralizing decision-making at the school level (David, 2010).

A Clarity of purpose and access to information: schools that are active in decision making have a vision statement that focuses their decision making process on the technical core of schooling-teaching and learning. Determining the school vision is a school wide effort affording the faculty the opportunity to understand the power of their commitment to decision they make. Those involved in decision making understand the necessity of using school-based and student-centered data to inform their decisions. In districts where data are limited or not disaggregated at the school level, the decision making process is limited and curtailed to issues that hold less promise of impact on the school's educational program.

B Power and authority relationships: frequently, when decision-making authority is delegated, the degree of authority given to the site is often limited and ambiguous. In schools where there is confusion over decision-making authority, issues addressed at the school level tend to focus on secondary-level issues, such as school climate, scheduling, safety, and parent involvement, rather than on primary concerns, such as instructional programs and strategies, student achievement, and school performance. In order to focus on the primary issues affecting school success, decision-making authority in the area of curriculum, staffing, and budgeting must be real and authentic

C Administrative support and the role of central office personnel: district-level support of school-based decision-making is critical to its success. Superintendents play instrumental roles in moving central offices from distractive function toward a service orientation and resource support network. This shift in roles from a bureaucratic orientation to a service orientation is often difficult and misunderstood by those occupying various roles in the district office and in the school.

D Policies at the district, state and federal levels: in a similar manner, decision-making latitude is often restricted at the school level by various state and federal policies or mandates. Under school-based decision-making, schools are encouraged to make decisions regarding the curriculum and supporting instructional strategies. These decisions should be made within a framework of district goals or the core curriculum required by the district or state. Yet schools are often limited by state mandates affecting their educational programs and are similarly restricted by compliance requirements related to federally funded programs within their school or district. Thus, these competing and often contradictory policies constrain school-based decision-making.

In another way as Aseffa (1995:39) explained factors that affect decision making process in an organization as: organizational factors (Objective, strategies and policies), environmental factors (Social, legal, technological, political and economic aspects), and personal factors (values, knowledge and capacity to take risk of the decision makers), time pressure, budget and amount to information availability. As described by Asseffa factors that commonly affects decision making in our surroundings are personal factors such as knowledge and capacity to take risk of the decision makers is the major one.

. Adane et al. (2002:233) also identified various factors other than the above factors which influence decision making process as other factors. These are: 1) time pressure, how much time the decision maker has to make the decision; 2) higher management altitude; 3) budget; the amount of money needed to implement the decision; 4) personnel required people in number or skills effectively implement decision; and 5) the reaction of subordinates, principals' support of participative decision making seems to be another factor in determining teachers' involvement in decision making. Here are many reasons why principals may not support participative decision making. Some principals may not perceive that they are sufficiently empowered themselves and are therefore relevant to increase the levels of teachers' participative decision making. Others may fear poorer decision quality from wider involvement (Huddl estone et al. 1991) in the words of Mc Ewan, E.K. (2001). Many principal decisions, like many personal decisions, are made more on the basis of institution than systematic analysis. As their school organization becomes increasingly complex, and challenging, however, some school principals have began to rely on systematic approaches to decision making, many school leaders are likely to have fallen in the bad traps like failing to get all the key players involved, going for an option that is far too obvious, over reacting to pressure and stress, solving the wrong problems, relaying strictly on intuition and not learning from the past. Even though it is not identified, the above mentioned problems are present at now days in the schools. Thus a leader has to search the difficulty with them and subordinates in order to improve their performances external and internal factors to improve their day to day activities to update their profession.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This study was designed to assess and identify the practices and implementation of decision making in secondary schools; and suggest explanation to the problems based on the findings of the study. This chapter includes a discussion of research approach, research design and sources of data, population sample and sampling techniques, instrument of data collection, data collection procedures and methods of data analysis.

3.1. Research Approach

Both Quantitative and qualitative research approach were employed for the study. Quantitative research is often used to validate themes and relationships in samples and populations and qualitative research is used to explore practitioners understanding and situational use of decision making in the domain of educational administration. This provides a clear picture of how decisions were made. The method of a research emerges out from the nature of the problems and the purpose of the study. McMillan and Schumacher (1993:8) describe the research method as a systematic and purposeful way of collecting and analyzing data.

3.2. Research Design

This study employed a descriptive survey design. The rationale for the selection of this research design is that it is appropriate to describe an ongoing process and trends. Besides, this method was also helpful to obtain relevant and reliable information about the issue under the study. Supporting of the above idea, Best and Kahn (2002:107) state that survey method was used to collect data from a relatively a large sample for the purpose of describing the nature of existing situations.

3.3. Sources of Data

In this study, both primary and secondary data sources were used to investigate the issues. The primary data sources were principals, teachers and parents of five selected secondary schools. These groups of respondents were selected because their day-to-day activities were related to them since they more related to the school activities. The secondary sources are school decision making documents (guidelines related to committee works, written documents on the involvement of stakeholders in school decision-making) were used as secondary data sources.

3.4. Population, Sample and Sampling Technique of the Study

The study was conducted in government secondary schools of jimma Zone of Oromia Region. According to jimma Zone education office of 2010 E.C statistical data, there were 34 secondary schools in 21 Woredas; teachers (138), principals and vice principals (68), parents (PTSA) (86) and students’ council members (60), a total of (214). In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide direct and close relationship within the sample schools, principals and vice principal, were selected by purposive sampling technique. And the respondents of the study among teachers and PSTA members were selected by simple random sampling methods. Consequently, among the 34 government secondary schools found in the Zone, five of them namely: Bilida , Baabu,Gembe, Seka and Garuke were taken by purposive sampling technique. “Elements selected for the sample were chosen by judgment of the researcher. Researchers often believe that they can obtain a representative sample by using sampling technique judgment which results in saving time. After identifying the sample schools, from a total of 138 teachers 42 teachers were selected from sample schools by simple random sampling technique.

Table 1. Population and Sample Techniques

No	Schools’name	Participants			
		School Leaders	PTAS	Teachers	total
1	Bilida	3	3	8	14
2	Gembe	3	4	8	15
3	Seka	3	4	8	15
4	Baabo	3	4	8	15
5	Garuke	3	4	10	17
Total	5	15	19	42	76
Sampling Technique	Simple random	Purposive	Simple Random	Simple Random	

3.5 Research Methods

The choice of this design was informed by the fact that a group of respondents considered the representative of the larger population were used for the study. The sample of the study comprised of 5 secondary school teachers' directors and vice directors drawn from 5 schools within the study area. A simple random sampling technique of probability sampling approach was used. In order to gather valid data from the respondents (secondary school teachers), a close ended questionnaire designed in a five point likert rating scale rearranged by 1-5 where, 5=very high, 4=high, 3=medium, 2=low, and 1=very low was employed by the researcher. Considering the relatively large size of the sample of the study and the spread of the schools used, the questionnaires were administered on the respondents by the researcher. The respondents were visited in their respective schools and used to gather the data. Thus, data gathered from the respondents were collected and was analyzed with descriptive statistics and statistical techniques.

3.5.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from selected participants in order to conduct survey and acquire necessary information from relatively large number of study subjects within short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable responses (Best & Kahn, 2003). The questionnaires were prepared by the researcher with close guidance of the advisor which has two parts. The first part of the questionnaire describes the respondents' background information, categories include; sex, level of education, area of specialization and service year. The second and the largest part were incorporated with the whole possible areas of school decision making variables of both closed and open ended questions. There were four parts of questionnaires and composed of 34 close ended and three open ended questions for the two respondents each. The closed ended items were prepared by using likert scales. The value of the scale was in between one and five but, the type of likert varied according to the type of questions.

3.5.2. Focus Group Discussion (FGD)

Focus group discussion (FGD) was designed to get information on decision making practices from selected five schools 19 PTSA members in five sample schools were included in the discussion. There were also six questions for each participants and the nature of the question was similar because it focuses on decision making practices of their schools. Because FGD has greatest potential to release more in-depth information, provide

opportunity to observe non-verbal behavior of respondents, gives. To get relevant response for the research questions, the investigator used a series of data gathering procedures. These procedures help the researcher to get authentic and essential data from the five sample schools.,

3.5.3. Document Review

In order to triangulate the information obtained through questionnaires and focus group discussion, analysis of the available documents like files, quarter and annual school report analyze public documents such as official memos minutes of meetings' record the secondary school decision making on budget, personnel, and curriculum and instruction, vision and mission of the school plan, the participation of community and parents in the school affaires and the school rewarding strategies related to school decision making were analyzed and interpreted

3.6. Study Site

This study was conducted in Oromia region jimma zone four selective woredas. The study was included five government secondary schools; namely Baboo , Geruke , seka , Blida and Gembe secondary schools.and19 were interviewed.

3.6.1. Data Collection Instruments

In order to gather the required data from the sample respondent's three data collection tools such as open ended questioners were employed to collect quantities and qualitative data from selected 15principals and 43 teachers.19 PTSA members were interviewed, and document analysis were employed.

3.7. Procedures of Data Collection

To get relevant response for the research questions, the investigator used a series of data gathering procedures. These procedures help the researcher to get authentic and essential data from the four sample schools. Checking the validity and reliability of data collecting instruments before conducting to the actual study was the core to assure the quality of the data. Accordingly, the instrument was initially prepared by the researcher and developed under close guidance of the advisor. After having letter of authorization from Woreda Education Office, the researcher went to yebbu preparatory school for pilot test which is not included in the sample. Here the pilot test was conducted with 16 participants i.e. three principals and 13 teachers. A reliability test was also performed to check the consistency and accuracy of the measurement scales. The results of Cronbach's alpha are summarized in

Table 3. As shown in the table, the Cronbach's Coefficient alpha is between 0.77 and 0.85, indicating the questions in each construct are measuring a similar concept

Table 2. Summary of the result of Cranach's alpha

No	major theme	No of item	Reliability
1	The major practise of decision making	7	0.77
2	Effectiveness of school principals decision making	9	0.85
3	The extent to stalk holders involvement in decision making	10	0.79
4	Factors influencing decision making process	8	0.83
	Overall	34	0.81

3.8 Methods of Data Analysis

The data gathered through questionnaire were organized and structured in order to make it manageable and ready for analysis. Moreover, various statistical tools such as mean scores, standard deviation, percentage and frequency were used in analyzing the quantitative responses. Besides, independent sample t-test was used to see the statistical significance of two group's respondents' response. This is because t-test is considered as an appropriate test for judging the significance difference between the mean of two sample groups (Kothari, 1985). The qualitative data gathered through FGD and document analysis were analyzed and interpreted qualitatively.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation ,analysis and interpretation of practices and related problem of decision making based on the data collected from sample population of jimma zone governmental secondary schools .it consists of two parts .the first part presents personal information of the sample population and the second part deals with presentation and analysis of the collected data .in this study 42 teachers 15 school leaders or principals and vice principals 19 PTSA members a total of 76-participants from the secondary schools were included. Questionnaires were circulated for all sample teachers and school leaders and duly filled in and returned. Beside this FGD and document analysis have been used to gather data the data obtained through questionnaires, FGR and document analysis were analyzed and presented here under in relation to the basic analysis of the study

4.1. DESCRIPTION OF THE RESPONDENTS

Descriptions of participants ‘ characteristics gives some information about the sample groups that helps to know the overall information of the participant’s in relation to school based decision making processes. The following table presents the general quality (sex.level of education, service years and the area of subject specialization) of participants involved in the study,

Table 3. Characteristics of participants by sex, level of education, service years and area of specialization

No	Items	Participants						
		Teachers		principals		PTSA		
1	Sex		NO	%	No	%		%
		Male	34	81	15	100	17	89.5
		Female	8	19.	--		2	10.5
		Total	42	100	15	100	19	100
2	level of education	DIPLOMA	==		--	--	1	5.3
		BA/BED/BSC	37	88.09	12	80	--	--
		MA/MED/MSC	5	11.9	3	20	--	--
		Under grade 12	--	--	--	--	18	94.7
		Total	42	100	15	100	19	100
3	Average year (mean score)	1—5	6	16.28	2	13.3	--	--
		6---10	13	30.95	9	40	--	--
		11---15	6	14.28	1	6.6	--	--
		16---20	9	21.4	2	13.3	--	--
		21and above	8	19.04	1	6.6	--	--
		Total	42	100	15	100	--	---
4	area of specialization	Language	13	31	6	40	1	5.3
		Maths	5	11.9	1	6.7	--	---
		natural science	12	28.6	3	20	----	-----
		social sciences	12	28,6	2	13.3	---	-----
		Edpm	--	--	3	20	---	---
		Others	--	--	--	--	18	94,7
	Total	42	100	15	100	100	100	

As can be seen under item One table 4, the total participants of the study were 76 .Among these 42(55.3%) teachers, 25(19.7%) school leaders & and 19(25%) of participants PTSA members respectively .out of these 66 (87% were male the remaining percent were females. From this one can analysis that female teachers in secondary school in teaching profession and in school leadership position were under represented in the proposed secondary schools .Hence there is a need to encourage females in profession of teaching and leadership position at secondary school level.

With regarding to level of education 37 (88) % teachers ,13 (86%)school leaders were first degree holders. whereas 5 (11. 9) % of teachers ,3(20%) principals were MA or second degree holders respectively. Among PTSA. Members 5 (26%) were first degree holders the remaining 74% were under 12 grade. This indicates that secondary school teachers and principals need to be qualified with second degree (M.A) as one of the most indicators of quality education is the number of qualified teachers and principals.

Regarding average years 6 (14.3) % of teachers were ranged under 1-5 ,2 (13.3) were ranged under,6-10 , 6 (14.30)% teachers were ranged under 11-15 9(21%) were ranged under 16-20 & ,8(19%)teachers were ranged above 20 years respectively. For school leaders 2 (13%) were ranged under 1-5, 9 (60) % were ranged under 6-10, 1 (6.6%) were ranged under10-15, 2 (13%) were ranged under16-20 and 1(6%) were ranged above 20 years respectively. The data implies that the majority of teachers' participants and principals were above four years service this shows that they might have relatively better understanding of practices of school decision making and various programs carried out of the schools, but 2 principals and 6 teachers need professional support since their experience is under 4 years which is not mature enough.

Lastly regarding subject specialization area as shown in table 3, 13 (31%) of teachers and 1(6%) of the school principals in language and 5 (11.9%) of teachers and 1 (6.6)% of school principals in mathematics ,12(28.57) % of teachers and 3 (20)% of school principals in natural sciences ,11 (26.19%) of teachers and 2 (13.3) % of school principals in social sciences whereas only 3 or (20)% of school principals were specialized in EDPM. Correspondingly this indicates that the sample schools were lead by most principals those who specialized in other subjects in teaching but not in school administration. Thus the concerned body are expected to improve the leaders' skill by supplying technical support and empower principals in leader ship skill through different techniques such as training,experience share, work shop etc.

4.2 The Major Practice of Decision Making In Secondary Schools

Principal as the school chief and educational leader plays the major roles in shaping the nature of school organization. in supporting this idea Ministry of education 2005..16 has commented that principals as individuals success of school the following table presents data pertaining to the major decision making practices of school principals

Table 4: The Major Practice of decision making in purposed Secondary Schools

No	Item	Teachers No 42		School leaders No 15		average		t-value	p- value
		M	SD	M	S D	M	SD		
1	Creation of adequate awareness to teachers for practical school decision making	2.94.	0.88	3.24	1. 2.	3.00	2.95	-2.1	0.01
2	Teachers participation in school budget preparation	2.05	0.81	2.82	2.82	1.05	0.86	-6.19	0.00
3	Prior to make decisions school leaders carefully gather relevant information to the problem	3.28	1.05	3.51	0.97	3.33	1.05	-3.25	0.06
4	Developing alternative solutions by involving teachers to solve the problem.	2.44	0.91	2.73	1.03	2.51	0.93	-1..23	0.00
5	School leaders put decision to action	2.49	0.85	2.95	0.76	2 59	0.83	-4.0	0.00
6	School leaders follow up the implementation of decision made in school	2.28	0.94	2.82	1.01	2.40	0.95	-3.59	0.03
7	Teachers participation in school evaluation activities	3.23	0.99	3.32	1.00	3.25	1.00	2.38	0.55
	Grand total	2.75	0.92	3.04	1.00	2.94	0.94		

Key M=MEAN /SD=standard deviation, significance level $P < 0.05$

The participants of the study were asked the extent to which adequate awareness creation was facilitated for teachers regarding the school decision making (Item 1 in table 5).their responses to the five scale liker scale were compared through Mean &SD .The mean scores of their responses $M=3.00$ and $SD=2.95$ indicates that the adequacy of awareness creation endowers were moderate (average) An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result

indicates that there are statically significant difference between the two groups teachers (M=2.94 and SD=0.88) for school leaders (M=3.24 and SD=1.2) ($t = -2.1, p = 0.1$) this results indicates that there are statically significant difference between the two group participants' response. The school leaders might be reluctant to accept their weakness. so that it needs more attention for school leaders in creating adequate awareness to stalk holders duties and responsibilities in order to improve and facilitate the school decision making activities.

. Item two in table 5 The participants of the study were also asked the extent to which teachers' participation in school budget preparation (item 2 table 5) .their responses to the five scale likert scale were compared through mean & S.D . The mean scores of their responses (M=1.05 and S.D =0.86) indicates that the participation of teachers in school budget preparation was low. An independent t –test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups for teachers (M=2.05 and, SD=0.81) for school leaders (M=2.82:SD=2.82), (T value= -6.19 and, (P= value 0.00) this result suggested that there was significant difference between the two group responses hence one can presume that most activities regarding teachers partaking in school budget preparation was practiced at less level at the sample secondary schools .hence school leaders might fell well to hear the voice of teachers and they were important to direction and touch the core area how the school finance is practiced in their school. Therefore it needs continuous discussion with teachers' in participation about school budget preparation in order to create conducive school environment and increases transparency in relation to budget rather than limiting to a few groups.

Regarding to item 3 of table 5 participants were also asked if school leaders carefully gather relevant information to the problem prior to decision making, their responses to the five scale liker scale were computed through Mean and S.D. The mean score of their responses (m=3.33,; SD=1.05) indicates that gathering relevant information before decision making endowers were average .An independent –test was carried out to test if there are still significant difference between the responses of teachers (M=3..28 and.SD=1.05) principals(M = 3.51 and SD=0.97), t value= -3.25,(p value=0.06) this result indicates that there was a significant 'difference in their opinion on the issue between the respondents of two groups .both groups have different attitude toward the issue under this questions.. So it needs discussion among principals and teachers to improve the issue.

In the fourth item of table 5 participants were also asked if leaders of schools develop alternative solutions by participating teachers to solve the problem, while decisions were made at school level their responses to the five scale liker scale were computed through Mean and S.D. The mean score of their responses (M=2.5 and SD=0.93) indicates developing alternative solution before decision making at school level was low. An independent t –test was carried out to test if there are still significant difference between the responses of teachers’ M= (2.44 and SD=2.91) for school leaders (M=2.7and,SD=1.03) t value= -1.23and (P values=0.00 which is less than the significance level .This implies that teachers’ participation in developing alternative solutions to solve problem was practiced at low level. an independent sample t- test was run to compare the two groups’ respondents regarding this p- value was found to be 0.00, which is also less than the significant level 0.05 this implies that there was statically significant difference between the two groups responses this result indicates developing alternative solutions by participating teachers in school decision making was practiced poorly in the study .so Leaders are expected to participate teachers in developing alternative solution for school decision making.

In the fifth item table 5 participants also asked the extent to which school leaders implement properly the decision made at school level in to action (. Item 5 table 5) their responses to the five scale linker scales were computed through mean and SD. The mean scores of their responses M=2.5 9 and (SD= 0.83) indicates implementing decision into action is the sample schools was low. An independent t –test was carried out to test if there is still significant difference between the responses of the groups. Accordingly the t –test result indicates ,that there are statically significant difference between the teachers (M=2.45and SD=0.85)& school leaders,(mean =2.95,andSD=0.76)(t value = -4.00 (p value =0.00) which is less than the significant level 0.05 and =t value found to be -4.00 therefore there were significance difference between the two groups responses regarding the issue .this indicate that decision made in most schools were not action oriented hence it needs discussion with stakeholders to improve the performance of decision made and its implementation at the sample schools. .

The six item of table 5 participants also asked the extent to which school leaders adequately, ‘follow up the implementation of decision made in schools was computed through mean and SD. The mean scores of their responses (M=2.4 and SD=0.95) indicates the following up of decision made at school level was low. An independent t –test was carried out to test if there is still significant difference between the teachers and the principals’ response. Accordingly

the t –test result indicates that there are statically difference between the teachers (M=2.28 SD=0.94) & school leaders (M=2.82.SD=1.01) (t value= -3.59,p value=0.03) . which is less than significance level 0.05 and t- value was found to be -3.59 therefore, there was significance difference in the mean score teachers and school leaders

Concerning participation of teachers in school evaluation activities (item7 table 5) participants were also asked if leaders of schools participate teachers in school evaluation activities to produce solutions by participating teachers to solve the problem, while decision was made at school level their responses to the five scale likert scale were computed through Mean and S.D. The mean score of their responses (M=3.25and SD=1,0) indicates participating teachers in school evaluation activities to solve the schools' daily problem is an average. An independent –test was carried out to test if there are still significant differences between the responses of two groups. The mean scores for teachers' (M=3.23and SD=0.98) & for school leaders (M =3.3and, (SD=1.00 (T value=2.38 (p values =0.55) which indicates that teachers participation in school evaluating activities was related in relatively similar level by the two groups or no significant difference. As FGD of PTSA members asked the extent to which school leaders facilitates preconditions for decision made at school level involvement were only in dispensary issues beside their involvement was very low in the area of instructional programs, school plans in provision of materials and facilitating and others therefore, practice and problems of school based decision making in secondary schools of governmental schools needs to have teachers', parents and stalk holders involvement through meaning full ways According to Hicks (2005 p 123) when implementing decision that does not produce the desired results ,there are probably number of causes incorrect definitions of problems, .poor evaluation of alternatives or improper implementation will taken place . That possible causes the most common and serious error is an inadequate definition of problems. So, this has to be considered in the sample schools and therefore, leaders should practiced all stalk holders in school evaluation and facilitates pre conditions for stalk holders in defining problems correctly and properly

4.3 Effectiveness of school principals in decision making process

Table 5. *Effectiveness of school principals in decision making process*

N O	ITEMS	teachers no 42		principals no 15		Average		T Valu e	P Val ue
		M	SD	M	SD	M	SD		
1	Setting learning objectives	3.4 5	0.78	4.076	0.97	3.76.	0.87	4.99	0.5 1
2	The willingness in sharing his/her power and responsibility to stalk holders	2.2 4	2.83	2.82	1.01	2.36	0.86	- 4.86	0.0 0
3	Practices in identifying the problem through collaborative activities	3.3 8	0.77	2.64	1.13	2.44	0.8 5	- 4.43	0.0 0
4	Ability to act as facilitator and coordinator by empowering and delegating others	2.9 4	0.85	3.67	0.88	2.7	0.8 6	- 1.36	0.1 5
5	The consistency of his/her decision to school culture, employees and communities.	2.5 2	0.84	2.64	1.21	2.54	0.9 2	- 3.31	0.0 0
6	Transparency and openness to accept feed -back from members in order to translate the decision to actions	2.2 8	0.71	2.81	1.12	2.4I	0.8 2	- 5.02	0.0 0
7	Conduct a regular meeting with community and parents to discuss on school issues	2.4 0	1.06	2.91	1.07	2.51	1.0 6	- 3.20	0.0 1
8	Give reward for PTSA members	2.2 9	0.96	2.52	0.92	2.41	0.9 4	- 4.42	0.0 0
9	School leaders involve teachers in co curricular activities	3.3 2	1.16	3.73	1.26	3.41	1.1 8	2.7	0.1 8
	Grand total	2.6 5	0.88	3.01	1.06	2.5 7	0.9 3		

Key M= mean SD=standard deviation significance level < 0.05

Item 1 table 5 The participants of the study were asked the extent to which Setting learning objectives was facilitated for teachers regarding the school decision making (Item 1 in table 5) .their responses to the five scale liker scale were compared through Mean &SD .The mean scores of their responses (m=3.76 and SD=0.87)indicates that the Setting learning objectives endowers were high) An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are were no statically significant difference between the two groups responses the mean score for teachers(M=3.4 and SD=0.78) for school leader M=4,07 and SD=0.97) t

value=4.99(p value =0,51) which is greater than significance level 0.05 and t- value was found to be 0.51 which is greater than the significant level 0.05.the result indicate that there was no significant difference between the responses of two groups in relation to the item .this shows that the school leaders were relatively effective in setting learning objectives

Item 2 in table 5 the participants of the study were asked the extent to which willingness of the leaders in sharing their power and responsibilities among stakeholders. (Item 2 in table 5).their responses to the five scale liker scale were compared through Mean &SD. The mean scores were (M=0.6 and SD=0.84) indicates the willingness of leaders in sharing their power and responsibilities among stakeholders was very low. An independent t-test was carried out to test if there are still significant difference between the two groups response, Accordingly the t-test result indicates there is significant difference between the two group responses mean for teachers (M=2.2 and SD=2.83) for school leaders (M=2.82 and SD=1.01 (T value= -4.86 .P value=0.00) the result of an independent sample t- test indicated that p-value was found to be 0.00 which is less than the significance level 0.05.this shows that There was significance difference in the mean score of teachers and school leaders .therefore ,the result implies school leaders' willingness in sharing responsibilities among stalk holders was given low attention and needs improvement.

Practice in identifying the problems through collaborative activities was another point in the third item (item 3 table 5) their responses to the five scale liker scale were compared through Mean &SD. .the mean scores accordingly the participants' response the mean scores were (M=2.46 and (SD= 0.85) indicates identifying the problems through collaborative activities was Moderate (average). An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher s(M= 3.38:SD=0.77)& for school leaders (M=2.64andSD= 1.13) t value=-4.43 (,P value=0.00) .from this result p value was found to be 0.00 which is less than the significance level 0.05 .and t value was found to be -4.45. This implies there was significance different in the mean score of teachers and school leaders. The findings show that the school leaders were not effective in identifying problems through collaborative activities.

Item 4 in table 5 the participants of the study were asked about the ability of school leaders to act as facilitator and coordinator. In school decision making responses to the five scale liker scale were compared through Mean &SD. , the mean scores were (M= 2.7 and SD=0.86)

indicates the ability of school leaders to act as facilitator and coordinator. in school decision making was average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher, (m= 2.94 and SD= 0.85) for school leaders(M=2.67 and SD.=2.88) (T value= -1.36 ,P value=0.15) respectively .The average mean scores were 2.97, (SD= 0.87) according to an independent samples t- test, p- value was found to be 0.15 which is greater than the significant level 0.05 and t value was found to be -1.36 which is less than the table value 2.0 .therefore, the result indicates that there was no significance difference between the two groups.

Item 5 in table 5 the participants of the study were asked about the consistency of school leaders his/her decision to school culture, employees and communities in school decision making sponses to the five scale linker scale were compared through Mean &SD. ,the mean scores were(M= 2.54and SD=0.92.) indicates the consistency of school leaders his/her decision to school culture, employees and communities in school decision making was moderate. The. an independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher (M=2.52 and SD=0.84)for school leaders (m=2.6 and SD=1..21) t value= -3.31, p value=00 .This shows that the mean score for teachers was less than that of school leader p- values was found to be 0.00 which is less than the significance level 0.05.and t was found to be -3.31 therefore test revealed the presence of statically significant difference between the responses of the two groups .the result implies that less attention was given to the consistency school leaders decision to school culture and school community.

In item six of table 5 the participants of the study were asked about the transparency and openness to accept feed -back from members in order to translate the decision to actions; responses to the five scale linker scale were compared through Mean &SD. the mean scores (M-2.4 and SD=0.82) indicates school leaders' transparency and openness to accept feed -back from members in order to translate the decision to actions was low. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher(M=2.28 and SD=,0.71) & for school leaders (M=2.81and SD=1.12) t value= -5.02,(p value=0.00).which is less than the significance level 0.05 and t value was found to be -5.02 this show that there was a significant difference in the mean

score to openness respondent with regard to openness and honesty to accept feedback from stake holders or members in order to interpret decision to action shows that school principals were not that much transparent and open to accept feedback from stakeholders.

The participants of the study were also asked if leaders conduct a regular meeting with community and parents to discuss on school issues (item 7 of table 5) their responses to the five scale likert scale were compared through Mean & S.D. The mean scores was (M=2.51 and S.D= 1.06) indicates conducting regular meetings with community and parents to discuss on school issues was average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher (M=2.40 and SD=1.06) and for school leaders (M=2.91 and SD=1.07) t value= -3.20,(p value=0.01). The average mean was 2.51, (SD=0.85) the result of an independent sample t-test was disclosed that p value was found to be 0.01. This result shows that there were significant differences between the responses of the two groups and implies that the school leaders were less effective in conducting regular meeting with community and parents to discuss on school issue in the study.

In the item 8 of table 5 the participants of the study were also asked if leaders give reward for PTSA members issues item 8 of table 5 their responses to the five scale likert scale were compared through Mean & S.D. The mean scores were (M= 2.24 and SD=0.94) indicates giving reward to PTSA members at proposed school was average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teacher (M=2.29 and SD=0.96) & for school leaders (2.5 and SD=0.92) t value= -4.42,(p value=0.00). Therefore, p value was found to be 0.00 which is less than significance level of 0.05 and t value was found to be -4.42 this show that there was significance difference between the two groups' responses the result indicate that less attention was given to the provision of reward to PTSA members

Item 9 in table 6, the participants of the study were also asked the extent to which school leaders involve teachers in co curricular activities the mean scores their responses to the five scale linker scale were compared through Mean & S.D. mean scores were(2.5 and,(SD=0.97) indicates involvement of teachers in co curricular activities was an medium. An independent t-test was carried out to test if there are still significant difference between the

two groups response, accordingly the t-test result indicates there is significant difference between the two group responses mean for teachers and mean 3.74 and (SD=1.27) for school leaders t value =2.8 (p value=0.19) . which was greater than the significant level 0.05 and t value was found to be 2.8 which is greater than the table value 2.0 this shows that no significant difference between the respondent of two groups.

The finding indicate that school leaders were effective in setting learning objectives and involving teachers in co-curricular activities where are majority of teachers agreed that school leaders were medium in practicing collaborative activities among stakeholders ,act as facilitator and coordinator and uniformity in decision making .The finding also show that school leaders are less effective at initiating PTSA members by giving rewards ,willingness in sharing responsibilities and transparency and openness in accepting feedback from stakeholders.

Similarly the result from FGD with PTSA and data gathered from school documents revealed that principals were involving teachers, and students in some co-curricular activities such as girls' club, sports club and anti HIV /AIDS club and some other related clubs. However participation of student councils in school based decision making is very low in the sample schools .in addition the data gathered through FGD and document analysis supported that secondary school leaders rarely invite members of decisions making relative to collaborative activities and willingness to sharing responsibilities to stallholders. According to New Storm [i990 p-68-80] effective decision making requires the combination of three aspects such as:

- 1 The different findings of Managerial problems situations that he/she face
- 2 The kind of decision making style.
- 3 The kind of strategies that the various decision making situations .good decision requires acceptance and quality all managers make decision .while effective decision making requires defining problems, gathering relevant information ,identifying and evaluating alternative solutions and selecting the best alternatives and

4.4 The extent of teachers, students and parents involvement in school decision making

Table 6. *The extent teachers; students and parents' involvement in school decision making*

NO	ITEM	teachers no 42		School leaders No 15		Average		t- valu e	-p valu e
		M	SD	M	SD	M	SD		
1	Provide freedom for stakeholders to express their opinion	3.23	0.97	3.56	1.22	3.30	1.02	3.63	0.61
2	School leaders establish and maintains good interpersonal relationship with members in decision making	2.42	1.06	3.00	1.26	2.56	1.08	-1.8	0.02
3	school leaders accept teachers' voice in decision making	2.46	1.06	2.81	1.24	2.53	1.10	-2.87	0.00
4	School leaders empower stakeholders' through training	2.29	1.07	2.48	1.29	1.33	1.11	-4.17	0.00
5	Principals create strong sense of vision and mission among members	2.36	1.10	2.73	1.19	2.42	1.12	-2.08	0.01
6	Principals participate students in matters affecting their learning	3.38	0.89	2.84	1.21	2.47	0.96	-2.89	0.30.
7	Principals were participate members in disciplinary issues.	2.26	0.87	2.48.	1.29	2.31	0.96	-4.92	0.00
8	Principals' provision of information for stakeholders	2.95	1.06	2.8	1.32	2.96	1.11	1.11	0.06
9	School leaders commitment in sharing Responsibilities.	2.39	1.09	2.8	1.25	2.54	1.12	-2.90	0.00
10	School leaders involve stake holders in school planning	3.49	211.	373.	1.19	3.54	1.12	5.03	0.67
	Grand Total	2.62	1.03	2.95	1.26	2.69	1.10		

KEY M=mean SD=standard deviation, significance level (p- value) < 0.05

In the first item of table 6 The participants of the study were asked the extent to which provision of freedom for teachers to express their opinion regarding the school decision making (Item 1 in table 6).their responses to the five scale likert scale were compared through Mean &SD .The mean scores of their responses (m=3.30 and SD=1.02) indicates that the provision of freedom to teachers to express their opinion endowers were moderate (average).

An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were $M=(3.23,$ and $(SD=0.97)$ for teachers & $M=3.56$ and $(SD=1.22)$ for school leaders t value= 3.63 and. p value= 0.61 regarding provision of freedom for stakeholders to express their opinion the average mean score was found to be 3.30 and $(SD=1,02)$ as the result indicates that p- value was found to be 0.61 which is greater than the significance level 0.05 and t- value found to be 3.63 which is greater than critical table 1.8 This show that there was no significant difference between the responses of the two groups.

The second item table 6 the participants of the study were asked the extent to which establishment and maintenance of good interpersonal relationship with members in decision making (Item 2 in table 6).their responses to the five scale likert scale were compared through Mean &SD. .The mean scores of their responses ($m=2.56$ and $SD=1.08$) indicates that the establishment and maintenance of good interpersonal relationship with members in decision making endower were an average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were $M=(2.42$ and, $(SD=1.06.)$ for teachers ($M=3.00$ and, $SD=1.26$) for school leader t value= -1.8 (.p value= 00). The results indicate that p- value was found to be 0.02 which is less than the significance level 0.05 and t- vale was found to be -1.8 .this shows that there was significant difference between the two groups' responses. The result revealed that less attention was given to establishment and maintenance of inter personal relationship among stalk holders regarding school decision-making.

With concerning item 3 in tables 6 the participants of the study were asked the extent to which the acceptance of teachers 'voice in school decision making their responses to the five scale likert scale were compared through Mean &S.D .The mean scores of their responses ($M=2.53$ and $SD=1.10$) indicates the acceptance of teachers 'voice in school decision making endower were an average(medium) An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were ($M= 2.46$ and $(SD=1.06)$ for teachers Mean ($=2.81$ an d($SD=1.24$) for school leaders t value= -2.87 (p value= 00) and .the result indicates that p values was found to be -2.87 .this

shows that there was significant difference between the responses of two groups .the result indicates that less concern was given to the voice of teachers in school decision making .

In the fourth item tables 7 the participants of the study were asked the extent to which the school leaders empower the stakeholders in school decision making's their responses to the five scale likert scale were compared through Mean &S.D .The mean scores of their responses (M=1.3 3and SD=1.11) indicates the school leaders empowerment of teachers through training in school decision making endower were low. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were (M= 2.29and (SD=1.07) for teachers mean=2.48 and (SD=1.29) for school leaders t value=-4.17 (p value=0.01)..this result indicate there was significance difference between the teachers and leaders responses .this shows that adequate training was not given to stalk holders to empower them through training

.The participants of the study were asked the extent to which the school leaders create strong sense of vision and mission among members in school decision making (item5 table7) .their responses to the five scale likert scale were compared through Mean &Sd. The mean scores of their responses (M=2.42 and SD=1.12) indicates the creation of strong sense of vision and mission among members in school decision making endower were low. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were (M= 2.3 6and (SD=1.10) for teachers M(=2.73 and (SD=1.19) for school leaders t value=-2.08 (p value=0.01) which is less than the significance level 0.05 and t -value was found to be -2 08.this shows that there was significant difference between teachers and school leaders' responses. This finding implies that the school leaders were ineffective in creating sense of vision and mission in their schools.

Participants of the study were asked the extent to which participation of students in matters affecting their learning (item 6 table 7) their responses to the five scale likert scale were compared through Mean &SD. The mean scores of their responses (M=2.47 and SD=0.96) indicates the participation of students in matters affecting their learning in school decision making endower were low. An independent t-test was carried out to test if there are still significant difference between the two groups accordingly the t-test result indicates that there

are statically significant difference between the two groups mean scores The mean scores were (M= 3.38 and SD=0.89) for teachers (M=2.84 and SD=1.21) for school leaders t value=-4.92 p vaule=00)which is less than the significance level 0.05 and t -value was found to be -4.92 this implies that there was significant difference between the responses of the two groups .this finding indicates that preparation of students in school decision making is low.

participation of study were asked whether school leaders participate members in disciplinary issues (Item 7 in table 7) their responses to the five scale likert scale were compared through Mean &Sd..The mean scores of their responses (M=2.31 and SD=0.96) indicates leaders participate members in disciplinary issue were low. An independent t-test was carried out to test if there are still significant difference between the two groups accordingly the t-test result indicates that there are statically significant difference between the two groups mean scores were (M= 2.26 and (SD=0.87) for teachers M(=2.48 and (SD=1.29) t value=-4.92, (p value=0.00). which is less than the significance level 0.05.and t-value was found to be -4.92.this indicates there was significant difference between the responses of the two groups. The finding shows that there was with absence concerned stalk holders participation in school decision making process particularly in disciplinary issues participation of study were asked whether School leaders provide information to stalk holders was assessed and presented in item 8 of table 7) their responses to the five scale likert scale were compared through Mean &Sd..The mean scores of their responses (M=2.96 and SD=1.11) indicates leaders creation of adequate information for stalk holders endowers were an average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are no statically significant difference between the two groups mean score were (M= 2.95 and SD=1.06) for teachers mean=(2.8 SD and=1.32) for school leaders t value=1.11.(,P value=0.06) respectively. An independent samples t- test result indicates that the p -value was found to be 0.06 which is greater than the significance level 0.05 .and t- value was found to be 1.11 which is greater than the significance level 0.05 .the result shows there was no significant difference between the responses of the two groups

Item (9 table 7)the participants of study were asked regarding school leaders' commitment in sharing responsibilities in school decision making their responses to the five scale likert scale were compared through Mean &S.D. Their mean scores of their responses (M=2.54 and SD=1.12) indicates leaders commitment in sharing responsibilities to stalk holders endowers

were an average. An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean score were (M= 2.39 and, (SD=1.09) for teachers M= 2.39 and, (SD=1.09) for teachers (M=2.8 and (SD=1.25) for school leaders t value=-2.90 p value=0.00 respectively. which is less than the significance level 0.05 and t-value was found to be -2.90 therefore, there was significant difference between the responses of the two groups this finding indicates that school leaders commitment in sharing responsibilities was low in the sample schools.

Item 10 table 7, the participants of study were asked the extent to which school leaders involve slake holders in school planning their responses to the five scale likert scale were compared through Mean & S. D. The mean scores of their responses ((M= 3.45 and SD=1.12) indicates the involvement of stakeholders in school planning is moderate An independent t-test was carried out to test if there are still significant difference between the two groups response, accordingly the t-test result indicates that there are statically significant difference between the two groups mean score teachers and (M=2.62 and SD=1.03) for school leaders (M=2.92 and SD=1.26) tvalue=5.05 (P value=0.67) which is greater than the significant value 0.05 .this shows that there was no significant difference between the responses of the two groups.

As to be seen from table 7 regarding the extent of teachers ,students and parents involvement in decision making in item 4,5,6, and 7 both respondents scored their mean values at low level of practices .however, both groups agreed and scored high level in item 1,8 and 10 of the above table .Similarly the data gather from FGD and open ended questions indicate the majority of the school leaders from the sample schools motivate members to be involved in school planning but teachers reported that sharing of responsibilities and their involvement in disciplinary issues were affected by higher official's interference. Similarly, literature revealed that students should be involved in all areas school life and has opportunities for involvement in each major area particularly in school climates including rules, rewards and sanctions curriculum, teaching and learning, management and development planning ([Huddleston 2007.

4.5 factors influencing school decision making process

Table 7. *Descriptive spastic on factors influencing school decision making process*

NO	ITEM	Respondent	No	M	SD	Rank	Average Mean	Me an rank
1	School leaders failure to make decision based on scientific and systematic analysis	Teachers	42	2.71	1.0	5	2.85	4
		School leaders	15	2.99	i.0	1		
2	School directors fear of risk taking	Teachers	42	3.79	1.1	1	3.39	1
		School leaders	15	2.99	1.1	1		
3	School leaders unwilling to share decision making process with others	Teachers	42	3.59	1.2	2	3.12	2
		School leaders	15	2.64	1.1	5		
4	lack of school leaders effective communication	Teachers	42	2.90	1.0	4	2.61	6
		School leaders	15	2.31	0.8	6		
5	The undue exercise of power and control by the school leaders	Teachers	42	3.57	1.2	3	2.91	3
		School leaders	15	2.23	0.9	7		
6	School leaders analysis of situations effectively in selecting suitable solution to solve problems	Teachers	42	2.64	1.2	6	2.78	5
		School leaders	15	2.90	0.9	3		
7	School leaders integrate several possible alternatives in relation to social aspects of the environment	Teachers	42	2.39	1.0	7	2.61	6
		School leaders	15	2.73	1.1	4		
8	Lack of available resources[time ,information ,material and etc]	Teachers	42	2.20	0.8	8	2.17	7
		School leaders	15	2.14	1.0	8		

Key M= Mean, SD=standard deviation

Items in table 8 are related to factors influencing school decision making process in sample schools. As shown in the above table responses of two groups were analyzed and interpreted as follows. Based on the mean scores and average mean Obtained these items were ranked

As indicated in the above table the results show that school leaders 'fear of risk taking, unwilling to share decision making process with other stakeholders, the undue exercises of power and control, and failure to make decisions based on scientific and systematic analysis were found to be the main factors that affect decision making process in sample secondary schools respectively.

On the other hand lack of available resources was not considered as the major factors in affecting decision making process besides lack of school leaders' effective communication and integrating several possible solutions with social aspects of the environment were not considered as the major factors.

As the findings indicate that majority of participants reported that there were problems in relation to school leaders in managing schools and reducing the problems of decision making process of the schools.

Interview from school leaders of sample schools The head teacher said that in our school we created a condition for education staff to work as a team. There are different members of staff that have different positions in the school. These include the head teacher, vice-head teacher, unit leader, various department heads, etc. We have divided activity for each department but to accomplish it with team spirit so as to make our school a model school. Accordingly, we have been able to make the school a model among the government secondary schools found in our woreda. As you see our school environment is attractive; it is very green. We have been working to achieve these things since 2007. This has increased students' interest to learn or attend. In a short period of time, we have achieved remarkable changes through unity and teamwork. (Head teacher from a school in mana woreda: A teacher from one secondary school in seka chokorsa also confirms the importance of teamwork in the school in which he was teaching. The head teacher works very closely with the teachers, and the teachers work very smoothly with students. Teachers report any problem to the head teacher, and we discuss and solve the problems. We work as a team and in unity. The head teacher's office also closely follows up our activities.

We can therefore conclude that, generally, head teachers and teachers play key roles in improving school management and in involving communities, parents, and the local administration in matters related to school decision-making. Yet despite the efforts made by the head teachers and teachers to involve these stakeholders in decision-making as leaders states shortages of budget, school materials and teachers have become serious challenges and the appointment of inefficient and inexperienced head teachers to schools is considered to be an obstacle mainly in the rural areas of secondary schools. Moreover, lack of coordination and supervision from the woreda has created some gaps in implementing regulations and directives passed from above.

Interview from PTSA

According to one PTSA from Blida secondary school in jimma zone manna woreda, in order to improve school management and administration, the meaningful participation of the community is vital. He thought the community should feel a sense of ownership for school management and administration, and added that the active participation of the community in school decision- making helps to reduce the major challenges that most schools have been facing. Community participation would ultimately help to ensure sustainable improvements in the quality of education and decision-making, and the full participation of the community would lead to the development of democratic decision-making at school level.

Another PTSA from Baboo secondary schools said that the participation of the communities in school affairs encouraged teachers and head teachers to become more efficient and effectives. One PTSA from seka chokorsa woreda at seka secondary school said what he expected from the community, and what the school community expected from us we are responsible to execute our duties with integrity and passion. As representative of parents, we are responsible to shape the life of students. We have the duty to serve our community. In return the community motivates us. We have earned immense respect from the communities and parents. Their encouragement and moral support help us to love and enjoy our job. Though the awareness of communities and parents has increased over time, more efforts are still needed to ensure their full participation in school affairs. This is clearly reflected in a comment of one PTSA from a school in Gommaa woreda Gembee secondary school. He said that not all parents had similar awareness levels about the importance of education for their children. There are some parents who can be considered as role models in terms of ensuring that their children do not drop out; they understand that education improves the life of their

children. Other parents still have very low awareness and do not give priority to the education of their children.

Another PTSA from Manna woreda Garuke secondary school in pointed out that in the Participation of community in school decision making the students learning and resource supply and crates the ownership in the mind of societies that they could follow their students learning however the way the leaders participate community needs improvement the school leaders are expected to empower the teachers to work together with the community to full fill the expected goals in education sector. In addition comments and suggestions collected from teachers through open ended questions indicated that stalk holders' participations' in decision making process was low due to lack of school leaders skills of sharing duties luck of trust .and political influences.

At the same thing information gathered from document analysis indicates few of the school leaders in secondary schools under study were not able to properly handle the decision process some of the sample study school leaders were not gave proper delegation by giving letters with list of activities, as a result most activities at the schools level were loaded on limited persons or school leaders. This implies that there was gap in collaborative work between school leaders and stalk holders including teachers and students in the school decision-making process.

As information gethred from Head teachers also indicated that the participation of the Kebele authorities in decision-making helped to improve the relationship between schools and communities was high in principle if kebele administrators were plays a vital role in making parents and school communication. But most kebele administrators never played their roles in collaborative work being bridge between the school and community to facilitate the decision made at school level and implement it properly so it needs improvement.

The review of national education policy indicates that in recent years Ethiopia has shown a commitment to strengthening school-based management. In both ESDP IV and GEQIP, school management is one of the pillars of programme interventions to improve participatory decision-making in both primary and secondary schools. The policy empowers the head teacher to lead the activities of various stakeholders involved in school decision-making. As clearly explained in ESDP IV and the SIP, the head teacher is responsible for managing and controlling the human, financial and material resources of the school. Head teachers are also responsible for ensuring that communities, students and local administration participate in

decision-making. The WEO is given the role of supervising, monitoring and evaluating the activities of the schools, and of ensuring that the schools are provided with the necessary human, material and financial resources.

The findings also confirm that the attempt to strengthen school-based management and administration has made good progress. However, the presence of weak communications between the community and the schools has constrained the process of devolving critical decision-making to school level. As teachers and head teachers reported, there have been communication gaps between the community and the schools. The teachers, in particular, were not happy with the support provided by the community for improving material supply and learning capacity. Teachers expected that the WEO would select individuals for professional development programmes on the basis of their merits, but they asserted that in practice, selection was based on political affiliation and personal connections. This contributed to their dissatisfaction with their profession.

In addition comments and suggestions collected from teachers through open ended questions indicated that school holders' participations' in decision making process was low due to lack of school leaders skills of sharing duties lack of trust and political influences; At the same time information gathered from document analysis indicates some of the school leaders in secondary schools under study were not able to properly handle the decision process most of the sample study school leaders were not gave proper delegation by giving letters with list of activities .as a result ,most activities at the schools were loaded on limited persons. i.e. Leaders this implies that there was gap in collaborative work between school leaders and school holders including teachers and students in the school decision-making process. Head teachers also said that the participation of the kebele authorities in decision-making helped to improve the relationship between schools and communities. The kebele administration plays a vital role in making parents and communities aware of new education policies. In many of the schools studied, mainly in rural secondary schools were able to increase enrolment and reduce drop-out because of the increasing participation of the kebele.

Though the policy gives full power to head teachers to manage and control the overall activities of the school, in practice various factors have constrained the head teacher's ability to implement policies and regulations properly. These include head teachers' limited management capacity, lack of transparency in their appointment, shortages of human,

material and financial resources, lack of adequate support from the NGOs, and a low level of awareness among communities.

It is true that the policy encourages the full participation of communities and parents in school management and decision-making. However, in practice, parents' and communities' participation is achieved only through the PTAs. Even the PTAs are led by the teachers, and the community members in the PTAs have little power to influence decisions at school level. Moreover, communities and parents, mainly in rural areas, are not aware of the importance of their involvement in school management for improving the way schools are run and therefore the education of their children properly or as expectations from parents.

Despite these challenges, head teachers and teachers have played vital roles in promoting the roles of parents, community members and students in school-based decision-making. Head teachers have taken responsibility for managing the teachers, administering the financial and material resources of the schools, and leading the PTAs and other stakeholders to improve school decision-making. Interviews with teachers and head teachers indicate that as the head of the school, the head teacher has led the various committees, associations and clubs in the school. The school bodies also communicate with NGO'and other government structures through the head teacher. It is mainly the responsibility of the head teacher to oversee the actual teaching and learning activities in the school. He or she should closely monitor whether good working communication is maintained between the teachers, students and other members of the school community. New directives of education policy and regulation are communicated to the teachers, students and communities through head teachers.

As already discussed, different actors play different roles in school decision making. Students are one of the key stakeholders in an education system. All kinds of decision-making and governance practices at school level directly affect the students. The clubs and student parliaments were seen as playing crucial roles in developing the decision-making capacity of the students. The participation of students in school affairs through student clubs was viewed as an important step towards strengthening democratic participation in schools. The role of the student parliament was also an indication of the growing importance of students' representation in the community and school affairs. Student parliaments were thought to help students develop self-confidence and plan their future. Therefore, it appears that student clubs can increase the community's awareness of the importance of education and children's rights. Plus, as teachers and head teachers reported, school clubs and student parliaments have

influenced the decision-making process at school level. This study indicates that even though Ethiopia has only recently initiated a programme of involving parents and communities in school management, in most of the schools studied, communities have played significant roles in school affairs. Teachers and head teachers saw these changes as a vital move towards the decentralisation of decision-making. Of course, the increasing participation of communities in school management is achieved both through persuasive methods (by using student).

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The data obtained were analyzed using tactical tools such as percentage, frequency, mean standard deviation and -t test. Based on the result of analysis the following major findings were obtained,

- Concerning the school decision making practices in secondary schools the data analysis revealed that teachers' preparation in school budget preparation, follow-up of the implementation of decision by school leaders and developing alternative solutions in participating teachers were found to be low. Creation of adequate awareness to teachers for practical decision making and school leaders' efforts to put decision into action were on the medium range. the study also revealed that decision made were not usually implemented because of nonparticipation and involvement of teachers in the process of decision making and that alternative choices of decisions reached sometimes bridge conflicts 'in the management of secondary schools with regards to implementation .however ,teachers' participation in school evaluation activities and gathering relevant information were relatively high .this indicates that practice of decision made in schools were below the expected level.
- Regarding effectiveness of school leaders in decision making process, the study indicates that setting learning objectives and teachers involvement in co curricular activities were the areas in which school leaders were effective or medium .In contrast school leaders willingness in sharing responsibilities ,initiating PTSA members in providing rewards and transparency and openness in accepting feedback practice in identifying problems through collaborative activities ,and the ability to act as facilitator and coordinator by empowering and delegating others were found to be low. Conducting regular meeting with school community, school leaders'consistency in decisions to school culture was considered as medium the study indicates that some schools under study were less effective in the process of decision making.
- The findings of this study also disclosed that ,the extent of teachers',parents'and students participation in school decision making process ;participation of members in disciplinary issues ,provision of empowering sense of vision and mission of

through training participate students in matter affecting their learning and creation of strong sense of vision and mission of the school in having information about decision making process was found relatively low .similarly the acceptance of teachers voice in decision making school leaders' commitement in sharing ideas and establishment of relationship was considered to be medium. However teachers 'involvement in school planning and provision of freedom and information was relatively found to be high. The findings of the study revealed that parent as members of PTSA in most sample schools were not involved in decision making processes regularly. This indicates that teacher's parents and student's participations in school decision making process were unsatisfactory.

- Concerning affecting school based decision making processes, the analysis of the study revealed that there were major challenges in school based decision making process; school leaders' fear of risk taking, unwilling to share decision process with other stalk holders. undue exercise of power and control and school leaders failure to make decision based on scientific analysis were considered to be the major one moreover ,the analysis of open ended questions indicates that lack of financial incentives, low concern of teachers to solve school problems, lack of proper supervision ,unwilling to give recognition towards motivating stalk holders higher political leaders influences(interference) and low social aspects given to teachers and school leaders personal commitment were some of the factors affecting school decision making process.

5.2 CONCLUSIONS

Based on the findings the following conclusions are drawn Great deal of decision making in school organization is achieved through the participation of teachers, parents, students, school leaders and other concerned groups.

From the findings of this study; the practice of effectiveness of school leaders and extent to which stalk holders' participation were found to be minimal in the sample schools. This was because of some factors affecting school decision making .this implies that less attention was given to contribution of good decision making practice by involved bodies and this has an effect on schools to be effectiveness .moreover, this affects the overall activities of schools in general and the teaching learning process in particular.

The study disclosed that most of the factors that hamper school holders involvement in school decision making were related to poor management capacity of the school leaders. This is because few of school principals were qualified in school management. As a result they failed in involving stakeholders in school decision making process through various administrations.

5.3 RECOMMENDATIONS

Based on the findings of the study and the conclusion drawn, the following recommendations are forwarded.

The finding of the study revealed that secondary school leaders practice decision making process poorly. Therefore, it is advisable for school leaders to make decisions systematic and scientific and hence practice their role properly in:

- Providing clear and proper orientation on the rights, duties and responsibilities of stakeholders in each areas of decision making and involve them to bring a change in teaching learning process and other related school activities.
- Creating a collaborative relationship among teachers through in-service training in which they can share their experience and learn from each other concerning their profession and the teaching learning process.
- Conducting panel discussion on school issues and particularly on school decision making process and work closely with higher officials in increasing stakeholders' participation level.
- It is also advisable for school leaders to be committed in leading schools as a leader. Thus, the woreda education office and higher political leaders should let school leaders manage their school without unnecessary interferences. In most activities that directly affect their leadership role. Therefore, it is useful for school leaders to share responsibilities among teachers by showing their commitments through discussion, conducting regular meetings, experience sharing and trainings.
- It is also recommended that school leaders should organize series of discussion with the community about the importance of their involvement in school management in order to improve the education of their children which in turn creates the feeling of ownership.
- Effective school based leadership in terms of the role played by a school principal in the context of the school improvement process can motivate teachers to actively engage in effective data use for improved learning. Moreover, the result also implicate as to how pre-service teacher education prepare teachers and school leaders with the

knowledge and skills necessary for effective learning teaching process and used that can lead to school improvement (Mandinach, Friedman, & Gummer) so, school leaders are expected to facilitate CPD progame in order to improve the students learning out come and teachers' knowledge and skill development.

- Students are one of the key stalk holders in educational system .all kinds of decision and governance practices at school level directly affects students and their outcomes therefore it is suggested that school leaders involve students in decision making process and its implementations which affects their learning .this requires discussion with students or their representatives as decision made in school without active involvement students cannot success effectively .in most activities that directly affect their leadership role .therefore ,it is useful for leaders to share responsibilities among teachers and students by sharing their commitments through discussion and conducting regular meetings.
- Collaboration was central to responses about relationships and decision making. Staffs have many chances for input or to even take the lead on a project. By being approachable and valuing others' opinions, formal leaders are able to involve many people in the critical decisions and actions taken. In describing collaboration, responses indicated that shared values had also been established. This component of the interview yielded rich, in-depth response where leaders identified the importance of shared decision making, an aspect of transformational leadership therefore leaders should practice collaborative decision making at the school environment with stakeholders.
- A principal professed his goal of leading by example by being the hardest Working person at the school. So leaders are expected to lead being exemplary i n their profession at their schools.

At the end, the researcher recommends the need to conduct more detailed and comprehensive study on the current practices and problems of decision making processes in secondary schools.

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Appendix A
Jimma university

◀ **College of Education and Behavioral Studies**
Department of Educational Planning and Management

Questionnaire to be filled by secondary school teachers

Dear Respondents,

The major purpose of this questionnaire is to gather relevant information on the school based decision making in secondary schools of jimma Zone secondary schools. The information collected through this questionnaire will be used only for academic purpose and the result of the study is believed to be used as an input to improve the practices of decision making for the schools. Therefore, your genuine and timely response is very important for the success of this study. So, I kindly request your cooperation in completing the questionnaire honestly and responsibly.

General Information:

- It is not necessary to write your name
- For questions with alternative, put (X) mark inside the box
- Write your opinion briefly for open ended items on the space provided

Thank you in advance for your cooperation!

Part1. Personal back ground information

1.1. Woreda_____

1.2. School_____

1.3. Sex :- Male Female

1.4. Qualifications

Diploma First degr
Please specify any_____ Second Degree

1.5 .Area of specialization

Major_____ Minor_____ if others_____

1.6 .Service year

11-15 years
1- 5 –y ears 16-20years
6-10 –years 21 years and above

Part II Items related to major practices of school based decision making in secondary schools

Direction: below in the table, there are response patterns which are represented by numbers “1-5” where, 5= very high; 4=high; 3= medium; 2 =low; 1=very low.

Depending on your judgment, please show your response by selecting the possible options and putting the symbol (X) under the number you want to select according to the reality of your school

NO	ITEMS	SCALE				
		5	4	3	2	1
1	Creation of awareness to teachers for practical school decision making					
2	Teachers participation in school budget preparation					
3	Prior to make a decision, school leader carefully gather relevant information to the problems					
4	Develop alternative solutions in participating teachers to solve the problems					
5	School leaders put the decision in to action					
6	School leaders follow- up the implementation of the decision					
7	Teachers participation in school evaluation activities					

III. Effectiveness of school principals playing roles related to decision making in schools.

Direction: Below in the table, the effectiveness of school principals playing roles in school decision making and response patterns represented by numbers „1-5“where, 5=very high; 4=high; 3=medium; 2=low;1=very low. Please, indicate your answer by putting „X“ mark under the number you are going to select.

		5	4	3	2	1
1	Setting clear learning objectives					
2	willingness in sharing his/her power and responsibilities to the stakeholders					
3	Practice in identifying problems through collaborative activities					
4	Abilities to act as a facilitator and coordinator by empowering and delegating others					
5	The consistency of his/her decision to school culture, employees and communities					
6	Transparency and openness to accept feedback from members in order to translate the decision to actions					
7	Conduct a regular meeting with community and parents to discuss on school issues					
8	Gives reward to PTSA having good performance					
9	School leaders involve teachers in co curricular activities					

Part IV. The extent of teachers, students and parents involvement in school decision making

Direction: below in the table, there are response patterns which are represented by numbers “1-5” where, 5 =strongly agree; 4= agree; 3= neither agree nor disagree; 2= disagree; 1= strongly disagree. Depending on your judgment, please show your response by selecting the possible options and putting the symbol (X) under the number you want to select.

NO	ITEMS	SCALES			
		4	3	2	1
		5			
1	Provision of freedom to express your opinion				
2	School leaders establish and maintain good interpersonal relationship with members in decision making				
3	School leaders accept teachers' voice in decision making				
4	School leaders empower stakeholders through training				
5	School leaders create strong sense of vision and mission among stakeholders				
6	School leaders involve students in matters affecting their learning				
7	School leaders involve members in disciplinary issues as decision makers				
8	School leaders provision of information to stakeholders				
9	School leaders commitment in sharing responsibilities among stakeholders				
10	School leaders involve stakeholders in school planning				

Part V: Items related to factors influencing implementation of school based decision making at school level

Direction: below in the table, there are response patterns represented by numbers from 1-5, where 5=Very high; 4= high; 3= medium; 2= low; 1

NO	Item		S	C	AL	E
		5	4	3	2	1
1	School leaders failure to make decision based on scientific and systematic analysis					
2	School directors fear of risk taking					
3	School leaders unwillingness to share decision making with others					
4	Lack of school leaders effective communication					
5	The undue exercise of power and control by the school leaders					
6	School directors analyze situations effectively to select suitable solution to solve problems					
7	School directors integrate several possible alternatives with social aspects of the environment					
8	Lack of available resources (time, information, materials etc.)					

If you have any idea/suggestions you can write in the space provided below

9. What do you think about the problems/challenges of decision making in your school?

10. Please suggest the possible solutions for the problems

11. If you have any other idea you can write in the space provided below -----

Appendix B

JIMMA University

College of Education and Behavioural Studies

Department of Educational Planning and Management

Questionnaire to be filled by secondary school leaders (Principals and Vice Principals)

Dear Respondents,

The major purpose of this questionnaire is to gather relevant information on the practice and related problems of decision making in secondary schools of jimma Zone manna worda. The information collected through this questionnaire will be used only for academic purpose and the results of the study are believed to be used as an input to improve the practices of decision making for the schools. Therefore, your genuine and timely response is very important for the success of this study. So, I kindly request your cooperation in completing the questionnaire honestly and responsibly.

General Information

- It is not necessary to write your name
- for questions with alternative, put (X) mark inside the box
- Write your opinion briefly for open ended items on the space provided

Thank you in advance for your cooperation

Part I. Personal Background Information

1.1. Name of the school _____

1.2. Woreda _____

1.3 .Sex: Male Female

1.4. Level of education Diploma MA/MED/MSC BA/BED/BSC if Any

1.5. Service year as principal /vice principal

1- . 5years 6-10year → 11-15years 16—20 21and above year

1 .6 AREA of especialaization Mathematics
Language Social science .
Business
Natural science Education planning and mg Area of others

Part II: Items related to the major practices of decision making in secondary schools.

Direction: below in the table, there are response patterns which are represented by numbers “1-5” where, 5 =very high; 4=high; 3=medium; 2=low; 1=very low. Depending on your judgment, please show your response by selecting the possible options and putting the symbol (X) under the number you want to select

N O	ITEMS	SCALE				
		5	4	3	2	1
1	Your creation of awareness to teachers for practical school decision making					
2	Provision of school leaders for teachers participation in school budget preparation					
3	Prior to make a decision school leaders carefully gather relevant information to the problems					
4	Develop alternative solutions in participating teachers to solve the problems					
5	You are putting the decision in to action					
6	Your effective follow up and make corrective action in school decision making					
7	Making teachers to participate in school evaluation activities					

Part III. Effectiveness of school principals playing roles related to decision making in schools.

Direction: Below in the table, the effectiveness of school principals playing roles in school decision making and response patterns represented by numbers „1-5“where, 5=very high; 4=high; 3=medium; 2=low;1=very low. Please, indicate your answer by putting „X“ mark under the number you are going to select.

NO	ITEMS	SCALE				
		5	4	3	2	1
1	Setting clear learning objectives/vision /mission and core values					
2	The willingness in sharing your power and responsibilities to the stakeholders					
3	Practice in identifying the problems through collaborative activities					
4	Abilities to act as a facilitator and coordinator by empowering and delegating others					
5	The consistency of your decision to school culture, employees and communities					
6	Transparency and openness to accept feedback from members in order to translate the decision to actions					
7	Conduct a regular meeting with community and parents to discuss on school issues					
8	Gives rewards for PTSA members having good performance					
9	School leaders involve teachers in co curricular activities					

Part IV: The extent of teachers, students and parents involvement in school decision making

Direction: below in the table, there are response patterns which are represented by numbers “1-5” where, 5=strongly agree; 4=agree; 3= neither agree nor disagree; 2=disagree; 1= strongly disagree. Depending on your judgment, please show your response by selecting the possible options and putting the symbol (X) under the number you want to select as the reality of your school ‘

NO	ITEMS	SCALE				
		5	4	3	2	1
1	Providing freedom for stakeholders to express their opinion					
2	Establishing and maintaining good interpersonal relationship with members in decision making					
3	Accept teachers voice in decision making					
4	Providing empowerment through training about school disciplinary issues					
5	Create strong sense of vision and mission among stakeholders					
6	Participate students in matters affecting their learning					
7	Participate members in disciplinary issues as decision makers					
8	School directors provision of information to stakeholders					
9	School leaders commitment in sharing responsibilities among stakeholders					
10	School directors involve members in school planning					

Part V. Items related to factors affecting schools decision making

Direction: Below in the table, there are responses patterns represented by numbers from „1-5“, where, 5=very high; 4=high; 3=medium; 2=low; 1=very low. Please. Put the symbol (x) under the number you are going to sele

NO	ITEMS	SCALE				
		5	4	3	2	1
1	School leaders make decision on scientific and systematic analysis					
2	School directors fear of risk taking					
3	Unwillingness to share decision making with others					
4	Lack of school leaders effective communication					
5	The exercise of power and control by the school leaders					
6	School directors analyze situations effectively to select suitable solution to solve problems					
7	School directors integrate several possible alternatives with social aspects of the environment					
8	Lack of available resources (time, information, materials etc.)					

If there are any factors affecting school decision making, please list them on the space provided below.

9. What do you think about major problems/challenges of decision making in your school?

10. Please suggest the possible solutions for the problems

11. If you have any other idea you can write in the space provided below

Appendix C

FGD Questions for PTSA members of parents in secondary schools

The purpose of this study is to collect relevant information on the practices and problems of decision making in secondary schools of jimma Zone . The information that you will provide determines the quality of the study. The information will be used only for the academic purpose. You are kindly asked to provide your own response.

Part I. Back ground information

1. 1.Name of the school_____

1.2 Woreda _____

1.3 .Number of FGD participants: Male Female Total

1.4 Educational back ground 1—8 10t k

Diploma First Degree Second Degree other

1 How are decisions made in your school?

2 Who are involved in decision making?

3 How do you evaluate your level of participation in school decision making?

4 On what major issues you are involved in decision making?

5 To what extent do school leaders facilitate conditions for the effectiveness of decisions to be made?

6 What factors affect PTSA participation in school decision making?

7 What are the possible solutions for the practice and related problems of decision making in secondary school

Appendix D

Document review

Document review check list conducted will consists the following documents

No	Items	Scale	
		Yes	NO
1	Decisions concerning school planning <input type="checkbox"/> The school annual plan <input type="checkbox"/> The school strategic plan		
2	Participatory decision making plan		
3	Documents that show community contribution about the school issues		
4	Written documents indicate that all school issues have their own records		
5	Written documents indicate there are: <input type="checkbox"/> Discussion minute on different school issues <input type="checkbox"/> Discussion minute on periodic evaluation on implementation of school plan		
6	Decisions concerning school budget income generation		
7	Decision concerning students affair and disciplinary problems		
8	Decisions concerning teachers professional development		