

**THE PRACTICES AND CHALLENGES OF SCHOOL BASED MANAGEMENT
IN SECONDARY SCHOOLS OF EAST SHOWA ZONE OF
DROMIYA REGION**

BY:

SEIFE GUTA



INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

JUNE, 2014

JIMMA UNIVERSITY

**THE PRACTICES AND CHALLENGES OF SCHOOL BASED MANAGEMENT
IN SECONDARY SCHOOLS OF EAST SHOWA ZONE OF
DROMIYA REGION**

BY:

SEIFE GUTA



ADVISOR:

Mr. TADESE REGASA (Ass. Professor)

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF DEGREE OF MASTER OF ARTS IN
EDUCATIONAL LEADERSHIP**

Letter of Approval

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The thesis on the Title *The Practices and Challenges of School Based Management in Secondary Schools of East Showa Zone of Oromiya Region* is approved as the original work of Seife Guta.

BOARD OF APPROVAL

CHAIR PERSON

SIGNATURE

DATE

Tadesse Abera

[Signature]

24/10/06

ADVISOR

SIGNATURE

DATE

Tadesse Regasa

[Signature]

24/10/06

INTERNAL EXAMINER

SIGNATURE

DATE

Getachew Heluf

[Signature]

24/10/06

EXTERNAL EXAMINER

SIGNATURE

DATE

Dr. Solomon Lemma

[Signature]

16/10/06

Acknowledgments

This study is focused on the practices and challenges of school based management in secondary schools of East Showa Zone. During the study many education institutions and individuals had contributed to the successful completion of the research work. Thus, I wish to extend my genuine appreciation and gratitude to the people who supported me and provided the necessary encouragement to see the research to the end.

First and foremost I would like to express my heartfelt thanks to my charming advisor Mr. Tadesse Regasa (Ass. professor). I really cannot put into words how exceedingly grateful I am for everything he has done for me. For everything he has taught me and for his professional advice and constructive criticisms in my attempts to make this work a success, I sincerely thank him.

Secondly, my heartfelt thanks go to my instructor Dr. Mitiku Bekele and Ato Abebe Hunde of the Jimma University who knowledge of the area served me as a guideline when writing this thesis.

Thirdly, I have expressed my sincere love and appreciation for my parents. For their moral support and encouragement, and also their efforts to overcome various challenges which affect my work as well as my life.

Fourth, I have send my heartfelt thanks to my friends Fiqiru Guta, Negusse Fekadu, Taddese Legasse, Shitaye Dachu, and Wandasen Taklu for their financial, material as well as moral support starting from the initial to the completion of this research work.

Lastly, but not least, I would like to send my sincere thanks for East Showa Zone sample secondary school principals, teachers, PTAs, and KETB members for their participation to give necessary information, through questionnaire, semi-structured interview, and document analysis to finish the study successfully.

Table of Content

Contents	page
Acknowledgments.....	ii
Table of Content.....	iii
List of Tables.....	v
List of Figures	vi
Abbreviations/ Acronyms	vii
Abstract	viii
UNIT ONE.....	1
THE PROBLEM AND ITS APPROACH.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.3.1 General Objective	7
1.3.2 Specific Objectives	7
1.4 Significance of the Study	8
1.5 Delimitations of the Study.....	9
1.6 Limitations of the Study	9
1.7 Organization of the Study	10
1.8 Definitions of key Terms.....	10
UNIT TWO.....	12
REVIEW OF RELATED LITERATURE	12
2.1 School-Based Management (SBM).....	12
2.1.1 Definition of SBM Interventions.....	12
2.1.2 Goals of SBM Interventions	13
2.1.3 Arguments For and Against the Introduction of SBM	14
2.1.4 Types of SBM Reform	16

2.2 From Centralized to Decentralized Education	19
2.3 SBM and Education Outcomes	24
2.4 SBM and Capacity Building	28
2.5 Do We Know How to Make SBM Work?	30
2.6 Conditions Supporting School Based Management as a Governance Mechanism.....	34
2.7 Innovations through School-Based Management	35
2.8 School Management as a Means of Improving Decision-making	36
2.8.1 Decentralization of Decision-making Authority to Schools.....	36
2.8.2 The Role of Head Teachers in promoting key Decision-making	39
2.8.3 The Role of Communities and Parents in School Decision-making	39
2.9 Legal Framework: The Ethiopian Context.....	41
UNIT THREE	45
RESEARCH METHODOLOGY.....	45
3.1 Research Method.....	45
3.2 Sources of Data	46
3.3 The study Site.....	46
3.4 Population.....	46
3.5 Sample Size and Sampling Technique	47
3.6 Instruments for Data Collection	50
3.6.1 Questionnaire.....	51
3.6.2 Interview	51
3.6.3 Document Analysis.....	52
3.7 Dependent and Independent Variables.....	52
3.7.1 Dependent Variable	52
3.7.2 Independent Variables	52
3.8 Procedures of Data Collection.....	52
3.9 Method of Data Analysis and Interpretation	53
3.10 Validity and Reliability Checks	54
3.11 Ethical Consideration	55

UNIT FOUR	56
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	56
4.1 Characteristics of the Respondents	56
4.2 The Practices of SBM on Independent Variables	59
4.2.1 SBM Practices of Power.....	61
4.2.2 SBM Practices of Knowledge and Skills.....	69
4.2.3 SBM Practices of Information.....	74
4.2.4 SBM Practices of Rewards.....	80
4.2.5 SBM Practices of Leadership	84
4.2.6 SBM Practices on Resources and Community Participation.....	88
4.2.7 SBM Practices on Curriculum and Instruction.....	92
4.3. Challenges Encountered the Practices of School Based Management	97
4.3.1 The Relationship between the Woreda Education Offices and Schools	98
4.3.2 Challenges in the Practices of SBM.....	100
UNIT FIVE	102
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	102
5.1 Summary of the Findings	102
5.2 Conclusion.....	108
5.3 Recommendations	110
References.....	113
Appendix-A.....	I
Appendix-B.....	VIII
Appendix -C.....	IX

List of Tables

Tables	Page
Table 1.1 The Summary of the Population, Study Subjects and Sampling Technique	50
Table 2.1 Reliability Coefficients Test Results with Cronbach's Alpha of the Practices of SBM	55
Table 3.1 Characteristics of the Respondents	57
Table 4.1 Respondents Views about SBM Practices of Power	Error! Bookmark not defined.
Table 5.1 Respondents Views about School Principal Practices of Knowledge and Skills	70
Table 6.1 Respondents Views about SBM Practices on Information	75
Table 7.1 Respondents Views about SBM Practices on Rewards	81
Table 8.1 Respondents Views about SBM Practices on Leadership	85
Table 9.1 Respondents Views about SBM Practices on Resource and Community Participation	89
Table 10.1 Respondents Views about SBM Practices on Curriculum and Instruction	93

List of Figures

Figure	page
Figure 1: Classification of SBM Reforms Implemented in Various Countries.....	18

Abbreviations/ Acronyms

EETP-Ethiopian Education and Training Policy

E.C-Ethiopian Calendar

ESDP-Education Sector Development Programme

GEQIP-General Education Quality Improvement Package

IIEP-International Institute for Education Planning

KETB-Kebele Education and training Board

MOE-Ministry of Education

OECD-Organization for Economic Co-Operation and Development

PTA-Parent Teachers Associations

SBM-School Based Management

SDM-shared decision-making

SIP-School Improvement Program

SPSS- Statistical Package for Social Scientists

SS - Secondary School

TDP- Teachers Development Program

TGE- Transitional Government of Ethiopia

UNDP-United Nation Development Program

USAID-United States Agency for International Development

WEO -Woreda Education Offices

Abstract

The purpose of this study was to assess the practices and challenges of school based management in secondary schools of East Showa Zone. Hence, it examined the core conditions that support the practices of SBM: power, knowledge and skills, information, rewards, instructional guidance, leadership, and resource and community participation. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out in randomly selected seven (40%) secondary schools of East Showa Zone. Then, 142 teachers were selected using random sampling techniques particularly lottery method. 35 SBM members (14 school principals and 21 PTAs member) were included in the study by using census and purposive sampling respectively. 7 KETB members and 7 PTA head were involved in the study by using simple random sampling and purposive sampling techniques respectively. Questionnaire was the main instrument of data collection. Interview and document analysis were also utilized to validate the data gained through the questionnaire. Percentage, mean, standard deviation and independent sample t test were employed to analyze the quantitative data, while qualitative data which was obtained through open ended questions, interview, and document analysis were analyzed using narration. The results of the study revealed that, the practices of SBM on supporting conditions, power, knowledge and skills, information, and curriculum and instruction were sufficiently practiced. The practices of secondary school influence on decisions related to budget, curriculum, and instructions are adequate. However, the practices on rewards, leadership, and resources and community participation were insufficiently practiced. Teachers and community participation in school decision making were marginal to participate across the full range of school decision. Furthermore, inability of school leaders in searching external fund, features of leadership, work load for school principals, lack of collaborative school management, lack of participatory decision making, lack of support from stakeholders, capacity of school principals to build team and mobilize parents and local communities, and loss of consensus, commitment, and awareness among the school level actors hinder proper implementation of school based management. From the result of the findings, it possible to conclude that, there is little gap between policy intentions and actual practices. Finally, recommendations were drawn based on the findings. The point of the recommendations include: training opportunities on SBM reform for stakeholders through seminars, workshops and discussion forums about the reform, disperse power throughout the school organization so that many stakeholders participate in decision-making, make professional development an going school wide activity, select principals who can lead and delegate ,ensure sustainable participation of the community through awareness creation and local public relations, create and maintain a properly scheduled and organized formal monitoring and evaluation to enhance the SBM progress. Moreover, suggestions were forwarded to alleviate/solve the factors that hinder proper practices of SBM reform.

UNIT ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

As school systems around the world seek to improve their outcomes and practices, much attention has been focused on school management and governance, among many other important aspects of provision of education. Many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investments, especially in developing countries. Indeed, education quality continues to be very low in middle- and low-income countries despite the success in expanding schooling access and enrollment in the 1990's. Education systems in developing countries are usually highly centralized. Teachers often lack strong incentives and accountability mechanisms, which results in high teacher absenteeism rates (Banerjee and Duflo, 2006; Chaudhury and others, 2006). Moreover, many schools lack the basic equipment and school supplies, and many children learn much less than the learning objectives set in the official curriculum(World Bank, 2004).

Not surprisingly, policymakers and researchers in developing countries have shifted their focus to policy reforms that attempt to reduce distortions and inefficiencies in the education system and its institutions. Nowadays, these reform initiatives range from pay per performance schemes that link teacher wages to student performance, to introducing vouchers and other methods to expand school choice, to decentralizing school functions and processes so that local communities have more power to allocate and manage their resources(World Bank, 2003).

One of the most popular strategies that came out during the 1980s the school reform movement was school- based management. SBM is the decentralization of decision-making authority to the school site (Oswald, 1995). The World Development Report 2004 claims that placing educational resources, decision-making, and responsibilities closer to the beneficiaries is one approach for the improvement of schools (World Bank, 2003).

In response to the decentralization trend since the 1970's School-Based Management has been adopted by many countries as a national education policy. A key reform program that has concretized decentralization in the basic education sector in different parts of the world is site-management or school-based management (SBM). Australia adopted the strategy in 1976; Britain in 1988; the US in 1988; New Zealand in 1989; Mexico in 1992; Hong Kong in 1991; Thailand in 1999; and, the Philippines in 2001 (Bautista, Bernardo and Ocampo, 2010). SBM entices many education managers and experts, because it yields various positive results such as improved academic performance of students, increased participation of parents and the community in the education of the students/children, and more importantly, empowerment of the local school heads, among others.

However, SBM reforms are far from uniform. SBM encompasses a wide variety of strategies, ranging from fully autonomous schools with authority over every educational, financial, and personnel matter to more restrictive versions that allow autonomy over certain areas of school operations. Another dimension of variability revolves around to whom greater decision power and accountability are transferred. Similarly, the goals of SBM reforms vary substantially, although they typically involve: (i) increasing the participation of parents and communities in schools; (ii) empowering principals and teachers; (iii) building local level capacity; (iv) creating accountability mechanisms for site-based actors and improving the transparency of processes by devolution of authority; and (v) improving quality and efficiency of schooling, thus raising student achievement levels. Only recently has SBM been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability. In the early years of SBM, the mere transferring of autonomy and authority to the school local agents was considered a goal on its own (Caldwell, 1998).

The pressure to decentralize decision-making authority to the school level in developing countries was driven largely by fiscal constraints and concern over the effectiveness of a centralized education bureaucracy in providing education services (World Bank, 1998).

In 1994, the Ethiopian government at that time, one of the most centralized education systems began to decentralize the governance of its primary and secondary education system as part of broader changes designed to improve education by shifting responsibilities to district and local control (TGE, 1994). Under the new system, schools were given authority to manage their operations independently according to student needs and were asked to engage the local community to improve the quality of education.

This decentralized form of school management, often called school-based management (SBM), required a major shift in thinking and substantial improvement in the capacity of principals, teachers, and the community to provide leadership, develop alternatives to meet local educational needs, and engage parents and the community in school governance.

Hence, SBM is the decentralization of authority to the school level. It involves the transfer of responsibility and decision-making over school operations and school management to principals, teachers, parents, sometimes students, and other school community members. The school-level actors, however, have to conform to, or operate within, a set of centrally determined policies (MOE, 2005). The basic principle around SBM is that giving school-level actors more autonomy over school affairs will result in school improvement as they are in a better position to make decisions to meet school needs in a more efficient manner (MOE, 2007b).

Until recently, school management and organization were not given due attention in education policy formulation, education practice and academic research in Ethiopia. Instead policy documents tend to focus mainly on education access and equity. Between the introduction of the first Education and Training Policy in 1994 and the launching of the third Education Sector Development Programme (ESDP III), education policy has emphasized the need to increase equitable access to quality education (MOE, 1998; MOE, 2002). ESDP III focused on improving education management at the *woreda* (district) and school levels so as to expand access to education (MOE, 2005). ESDP IV (MOE, 2010a) considered improvement in school management and administration as one of the tools for improving education decision-making at all levels. The Government also launched the General

Education Quality Improvement Programme (GEQIP), in which school management and administration are taken as one of the key education quality intervention areas (Shibeshi, 2009).

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 school principal to lead the activities of various stakeholders involved in school decision-making. As clearly explained in ESDP IV and the SIP, the school principal is responsible for managing and controlling the human, financial and material resources of the school. School principal 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 (MOE, 2010a).

When such new school governance system is introduced to an educational system and began to be implemented, it is worthy to assess the implementation process so as to identify the strengths and weaknesses in the process. The assessment, not only enables schools and educational leaders to identify the strengths and weakness in the implementation of the school based management, but also provides us insight of what measures to be taken to improve the weaknesses and to expand their strengths as well. This in turn helps schools to make best out of the implementation of the SBM system. Therefore, making an assessment of practices and challenges of SBM seems to be essential in secondary schools of East showa Zone.

1.2 Statement of the Problem

Decentralization of education management can be effected at different levels away from the centre (regional, sub regional, local and institutional) and for different functions (resource generation and spending, personnel management, curriculum planning etc.) Depending on the country's tradition and circumstances, some functions can be retained at the centre, others

can be devolved to the regional level, and still other functions can be transferred to the local and institutional levels, and some functions are shared among different levels (Winkler, 1989).

In Ethiopia, studies on educational decentralization found that there were the presence of differing conceptions and weak communications among the education officials. One study in Tigray and Amahara made in late 1995 (USAID, 1996) found that there were differing conceptions of decentralization among the education officials. Another research conducted at national level on SBM and decision-making in Ethiopian Government schools (Workneh Abebe, 2012) found that there were the presence of weak communications between the WEO and the schools constrained the process of devolving critical decision-making to school level.

The unique feature of this research is assessing the decision making ability of school principals and participating parents and community in the school affairs. Hence, the main problems of school based management are stated as follows.

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 and secondary education (MOE, 2005). 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).

According to MOE (2006), the appointment of secondary school leaders in Ethiopia is very much based on experience and there is lack of qualified school leaders and it was found that it is less than satisfactory in performing technical management; building school culture and attractive school compound; participatory decision making and school management for

teachers and students; creating orderly school environment by clarifying duties and responsibilities; and being skillful in human relations; communicating with different stakeholders. So, the capacities of secondary school leaders could hinder the practices of SBM.

At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government 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).

Alongside ESDPs and GEQIP, the Government has designed and implemented the School Improvement Programme (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE, 2005). These SBM 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).

By the past 7 years the researcher was served in East showa Zone as a teacher and school principal. On that period of time the researcher observes, extent of decision making responsibility devolved to the school is limited on block grant budget, teachers and administrators get mixed signals or contradictory support from WEO; both are a hindrance to real school based decision making, and school principals to engage parents and the community in school governance is little these above problems seen in study secondary schools of East Showa Zone.

However, as clearly explained in ESDP IV and the SIP (MOE, 2010a), the school principals is responsible for managing and controlling the human, curriculum and instructions, financial and material resources of the school. The school principals are also responsible for ensuring that communities, teachers and local administration participate in decision-making. But SBM

were not as expected take responsibility for problems and weaknesses that arise in schools to solve them, and play leading roles in implementing effective practices and decisions in study secondary schools of East Showa Zone.

Furthermore, to the best knowledge of the researcher, there is scarcity of studies which focused on the issue in secondary schools of East showa Zone. Therefore, all these initiated the researcher to investigate the research on practices and challenges of SBM in secondary schools of East showa Zone.

In light of this, the researcher tried to seek answer to the following research questions:

- To what extent do school based management is practiced in East Showa zone secondary school?
- How do school principal encourage communities, parents and local authorities to influence education management and decision-making at school level?
- To what extent do school principal carry out the practices of decision making on budget, personnel, and curriculum and instructions in secondary schools of East Showa Zone?
- What are the major challenges affecting the proper practices of SBM in secondary schools of East Showa Zone?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research is to assess practices and challenges of school based management in secondary schools of East Showa zone.

1.3.2 Specific Objectives

Specifically this research was conducted to achieve the following specific objectives.

- To assess the school based management practices in secondary schools of East Showa Zone.

- To examine the extent to which parents and communities participate in the management of the school in secondary schools of East Showa Zone.
- To assess the extent to which school principal practiced decision making on budget, personnel, and curriculum and instructions in secondary schools of East Showa Zone.
- To investigate the major challenges that hindered the practices of school based management in secondary schools of East Showa Zone.

1.4 Significance of the Study

The school based management needs to be emphasized by the government and educational experts to make an investigation in identifying the problems that hinder its practices, and to recommend possible solution. Thus, the results of the study will have the following contributions:

- a) The research may reveal the strength and weaknesses of practices, challenges and prospects of SBM in secondary schools of East Showa Zone. The essence of this may generate alternatives for the improvement of the schools as well as students achievement,
- b) The research results will help to fill the knowledge gap about the approach, build consensus and raise awareness of stakeholders for better implementation and results,
- c) It is also hoped that the study would contribute to the improvement of quality education by initiating responsible parties by providing information on their role of SBM, which ultimately ends with the highest learners' achievement.
- d) It may help to encourage the PTA, KETB, teachers, principals, supervisors, woreda education office experts, and, East Showa Zone education district to take actions against problems faced, and to predict the area that need further consideration in SBM planning, monitoring, and implementations, and
- e) It may inspire other researchers' interest to conduct further study on the topic.

1.5 Delimitations of the Study

The research was delimited in both content wise and geographically. Regarding to content, this research was delimited on assessing the practices of SBM based on a theoretical framework of Lawler's (1986) *high- involvement model* which focuses on increasing employee involvement in organization decision making and David (1989) studies on *how school SBM works* four key elements and (Murphy; Wohlstetter & Briggs, 1994); Di Gropello (2006) the three key *innovation* areas of school based management practices. The practice is assessed on focusing the following conditions supporting school based management variables; the four key elements of *high- involvement model* and *how school SBM works*; power, knowledge, information, rewards, and the three key *innovation* areas of SBM practices; instructional guidance, leadership, and resource and community participations. Because as Lawer (1986), (David,1989;Hill and Bonan, 1991),(Murphy; Wohlstetter & Briggs, 1994), and Di Gropello (2006) noted that organizational effectiveness is a multiplicative function of power, knowledge, information, rewards, instructional guidance, leadership, and resource and community participations. This suggests that if any one component is missing, organizational effectiveness is dramatically reduced.

Geographically the scope of this study was delimited to 18 secondary schools of East Showa Zone due to the limit of time, finance and material resources. This means it does not include primary schools found under the study area. Therefore, the finding of this research is generalized for secondary schools of East Showa Zone without considering primary one or secondary schools of nearby regions.

1.6 Limitations of the Study

Even though the research has attained its objective, there were some inescapable limitations. First, while there are various conditions supporting SBM practices, due to the limit of time, finance and material resources; this research was not incorporating all supporting conditions to see SBM practices. Furthermore, the lack of similar research works on the issue investigated in the study area impedes the researchers from consulting more findings in the literature as well as in the discussion part.

1.7 Organization of the Study

The research report has five units. Unit one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Unit two discusses the key concepts that are used in the paper to place the problem in a broader perspective of literature or review of related literature. Unit three concentrates on the research method and methodology specifically which includes research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Unit four give the presentation, analyses and interpretation of the data. Finally, Unit five summarizes the main findings, conclusions and gives recommendations.

1.8 Definitions of key Terms

This section provides definitions of the key concepts or words.

- *Decentralization-decentralization* is a process of transferring the decision making from central or higher office to the local government or offices of the bureaucracy. In the context of education, the functions that are commonly decentralized to the local levels usually to the local government or the school itself are policymaking, revenue generation, curriculum design, school administration, and teacher management.
- *School based management- School based management* is an organizational approach that expands the local school site responsibility and authority for the improvement of school performance. Ideally, it provides local mechanisms for the introduction of new approaches to education that result in enhanced outcomes and that better fill the needs of the local community.
- *Power- power* is to make decisions that influence organizational practices, policies and directions; Power is also defined as control over budget, personnel and curriculum.

- *Knowledge- knowledge is* that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial knowledge and expertise.
- *Information-information is* about the performance of the organization, including revenues, expenditures, unit performance, and strategic information on the broader policy and economic environment, research findings/innovations.
- *Rewards- rewards is* the overall compensation structure of the organizations that provides incentive for employee involvement and holds people accountable for their contribution to organizational performance.
- *Head teacher- head teacher is* the leader of school or school principal.
- *Practices-Practices are* the carrying out, execution, or implementation of a plan, a method, or any design for doing something.
- *Secondary school:* The term secondary schools in the Ethiopia context will have four years duration, consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and for the world of work. The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will be completed at grade 12 (MOE, 1994). Thus secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades levels).

UNIT TWO

REVIEW OF RELATED LITERATURE

This unit presents a theoretical knowledge of the phenomenon of school based management. The unit is organized in to different sections. Each section has been strong power to release necessary information to conduct the study effectively as well as to develop smart data collection instruments. In addition the literature incorporates various research findings on the issue school based management which helps the researcher to see various findings conducted in different areas.

2.1 School-Based Management (SBM)

2.1.1 Definition of SBM Interventions

Educational leaders and policy makers are always on the look for reforms to improve the quality of basic education in their country. One of the most popular strategies that came out during the 1980s the school reform movement was school- based management. SBM is the decentralization of decision-making authority to the school site (Oswald, 1995). Essentially such an innovation in the delivery of educational services excites various education policy makers because of shifting of the place of power or authority.

School-based management with its different meanings has been implemented in wide range of social context both in developed and developing countries. Caldwell (2004) defines SBM in a system of public education as “the systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountabilities” (p. 3). While the term ‘school-based management’ has international prevalence, the practice has different names in different settings, including ‘school self-management’, ‘school autonomy’ and ‘local management of schools’, ‘site-based management’.

In the words of (Malen, 1990) “school-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained” (p. 2, World Bank, 2007). Santibañez (2006) further asserts that SBM, as a reform strategy, has a strong theoretical appeal due to its participative decision making and autonomy where in schools under SBM are expected to be more efficient in the use of resources and more responsive to local needs. Parents are involved in school affairs such as monitoring and evaluating school personnel. SBM can pave the way to a transparent, higher accountability and an increased focus on improving educational outcomes.

Cromwell (2006) says that the “philosophy supporting site-based management has its roots in industry and business. In the last half of the 20th century, an industrial model touting the benefits of empowering factory workers to change their work roles gained widespread celebrity and credibility”. Peter Drucker, a management guru, has laid out the idea on decentralization as early as 1940s amidst of command and control corporations. He “favored decentralized organizations because they create small pools in which employees gain satisfaction by observing the fruits of their efforts, and promising leaders can make mistakes without bringing down the business” (Buchanan, 2009). SBM, as decentralization strategy, engages in delegating authority to the school instead of the central office, a shared decision-making model engaging various stakeholders and facilitative rather than directive leadership.

2.1.2 Goals of SBM Interventions

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

SBM reforms are far from uniform. SBM encompasses a wide variety of strategies, ranging from fully autonomous schools with authority over every educational, financial, and personnel matter to more restrictive versions that allow autonomy over certain areas of school operations. Another dimension of variability revolves around to whom greater decision power and accountability are transferred. Similarly, the goals of SBM reforms vary substantially, although they typically involve: (I) increasing the participation of parents and communities in schools; (ii) empowering principals and teachers; (iii) building local level capacity; (iv) creating accountability mechanisms for site-based actors and improving the transparency of processes by devolution of authority; and (v) improving quality and efficiency of schooling, thus raising student achievement levels. Only recently has SBM been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability. In the early years of SBM, the mere transferring of autonomy and authority to the school local agents was considered a goal on its own.

2.1.3 Arguments For and Against the Introduction of SBM

There are a number of arguments put forth in favor of the introduction of SBM. First, allowing school agents (principals, teachers, and parents) to make decisions about relevant educational issues is believed to be a more democratic process than keeping these decisions in the hands of a selected group of central level officials (Malen, Ogawa, and Kranz, 1990). Second, locating the decision-making power closer to the final users will arguably lead to more relevant policies, as local actors generally have better information about local needs, and thus are able to make the best decisions. Third, additional gains in efficiency could come from making the decision-making process less bureaucratic. Fourth, empowering the school personnel and the community might lead to higher commitment, involvement, and effort. This will result in a greater resource mobilization and possibly a more enjoyable school climate if all different agents involved in the decision-making process cooperate and coordinate efforts. The closer parent-school partnership might also improve the home environment with respect to learning. Fifth, involving parents in school management or in monitoring and evaluation activities is likely to increase the levels of transparency and

accountability within the school. This might in turn improve school effectiveness and school quality.

The empirical evidence thus far although limited in both quantity and quality seems to support some of these arguments. It has been demonstrated that the quality of education depends primarily on the way schools are managed, more than on the availability of resources (Hanushek, 2003). It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the principal (Caldwell, 2005). Both factors would argue for stronger control over management within the school.

However, governments are faced with many challenges in delegating responsibility and power to the school that can threaten the success of the reform. Undertaking the government has to decide whom to devolve decision-making authority to and to which degree namely, which functions to decentralize. Moreover, the government has to be able to provide appropriate incentives that will minimize conflicting interests amongst school agents. For example, policies that put school budgets in the hands of the communities might not be very popular amongst school staff, whereas policies that strengthen the role of the principal might gain little sympathy amongst teachers (Wohlstetter and Briggs, 1994). Conflicts amongst school agents about the use of funds and the evaluation of performance can have an adverse impact on school quality. Ex-post, the government has to offer an accountability framework that provides support to decentralized schools and ensure enough local capacity to manage the powers and resources transferred.

Two groups are expected to be the main guarantors of the successful implementation of SBM reforms: senior teachers, especially the school's principal, and the parents – and, at times, the wider community (De Grauwe, 2004). However, it is wrong to presume that school staff is always ready and willing to undertake the reform. SBM has in several cases made life harder for school principals by increasing their administrative and managerial workload, to the detriment of their role as a pedagogical leader (Caldwell, 1993; Odden, A. and Odden, E. 1994; Wylie 1996). In addition, many of the management-related decisions SBM reforms involved especially financing and staffing issues are intricate and complex. With regard to

the community, its involvement in school life might also impose considerable coordination and time demands. These can represent a significant cost for low-income parents who might have to forego some wage-earning work time to participate in the school committees. Moreover, in communities with many social and political tensions, the school committee can become an instrument in the hands of an elite group, and no increased transparency and accountability will be achieved. Given these potential problems, additional rigorous evidence is needed to examine the impacts of different ways of implementing SBM.

2.1.4 Types of SBM Reform

SBM is a very broad concept. It includes a variety of interventions and experiences that admit many different classifications. A first classification is according to whom in the school is authority transferred (Caldwell, 1998). Caldwell (1998) draws a distinction between *school-based management* and *school-based governance* initiatives. The former applies to initiatives that transfer responsibilities to professionals within the school, generally the principal and senior teachers, whereas the later implies giving authority to an elected school board, which represents parents and the community. Similarly, Leithwood and Menzies (1998) identify four types of SBM reforms:

1. *Administrative control reforms*: the principal is the key-decision maker. The reform is intended to provide more accountability and improve the efficient use of resources.
2. *Professional control reforms*: the body of teachers receives the authority. Teacher empowerment is usually the primary objective.
3. *Community control reforms*: the parents or the community are in charge through a parent association. The reform tends to focus on accountability to parents and choice.
4. *Balanced control reforms*: parents, teachers, and principals share responsibilities. Empowering all actors is the main reform objective.

An alternative way of classifying SBM reforms is according to the processes they decentralize and the level of autonomy they transfer. In this case, the diversity of SBM

reforms might be better represented as a continuum of reforms that are differentiated by the degree of autonomy granted to schools and to each school agent (Fasih and Patrinos, 2006). In this continuum, the range of SBM reforms goes from “weak” reforms that decentralize very little autonomy, over a few areas only, to “strong” reforms in which schools are basically stand-alone units, responsible for almost all decisions concerning what goes on inside their buildings.

Figure 1 depicts such a continuum and classifies the countries that have implemented SBM reforms in the various stages of this continuum.

For instance, weak to moderate intensity SBM reforms are those in which schools and/or school councils have limited autonomy, usually over areas having to do with instructional methods or planning for school improvement. Such would be the case of schools in the PEC (*Programa Escuelas de Calidad*, School Quality Program) in Mexico .Or of schools in Prince William County (Virginia, US) or in Edmonton (Canada), where councils merely serve an advisory role. As councils become more autonomous, receive funds directly from the central or other relevant level of government (for example lump-sum funding or grants), can hire and fire teachers and principals, or set curricula, SBM becomes a much stronger type of reform. Schools like these can be found in El Salvador and New Zealand. At the end of the continuum are systems in which schools councils or school administrators have full autonomy over the school educational, operational, and financial decisions. Some schools even engage in their own fundraising activities. In these cases, parents or others can even establish fully autonomous public (charter) schools, such as in the Netherlands and the United Kingdom.

Note that the terms “weak” and “strong” are not used to classify any SBM system as better as or worse than any other but simply to define the degree of autonomy awarded to the school-based agents.

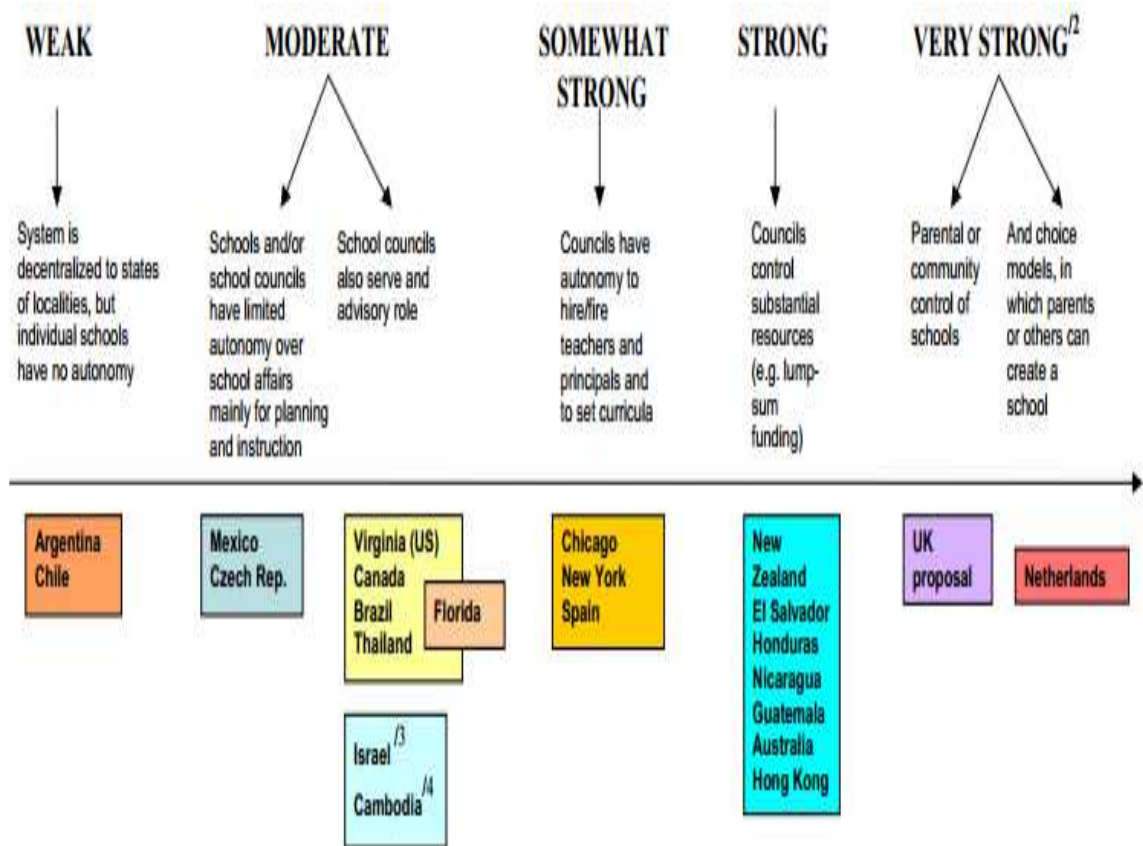


Figure 1: Classification of SBM Reforms Implemented in Various Countries^{/1}

^{/1} Source: adapted by the authors from Fasih and Patrinos (2006).

^{/2} These represent ratings in the continuum of autonomy and authority vested to schools by the various types of SBM reforms.

^{/3} Israeli schools have autonomy to control their budget. School locally-controlled budgets represent a small fraction of total public expenditures because most expenditure are controlled and made centrally. There are no school councils or parent associations with decision-making authority.

^{/4} Cambodia schools in the EQIP program receive cash grants and have participatory decision making, but schools councils are not formally established.

2.2 From Centralized to Decentralized Education

Review of the decentralization efforts of the 1960s and 1970s SBM that usually targeted units smaller than the district but larger than the school and had as their primary goal either increased political power for local communities or increased administrative efficiency (David, 1989; Wissler and Ortiz, 1986). But the recent SBM of 1980s and 1990s reforms that decentralize decision making to the school site and are designed to produce changes in the educational practice that result in higher levels of student learning (M.Cohen, 1988; David, 1989).

In response to the decentralization trend since the 70's School-Based Management has been adopted by many countries as a national education policy. SBM entices many education managers and experts, because it yields various positive results such as improved academic performance of students, increased participation of parents and the community in the education of the students/children, and more importantly, empowerment of the local school heads, among others. Thus, the centralized and bureaucratic system of education is deconstructed and reconstituted to give way for a decentralized management system. With this system, different educators and scholars of SBM provide insights and feedback as to the effectiveness of SBM in addressing education concerns.

Why does the centralized management of education pose a big problem? Because the managerial, technical, and financial demands of education systems on government capacities, especially in the developing world and the complexity of education, make it very difficult to produce and distribute education services in a centralized fashion (King and Cordeiro-Guerra, 2005, in World Bank, 2007); hence, the call for decentralized education as a fitting reform agenda to maximize the efficient and effective use of government limited resources. This became a battle cry in the 1980s and 1990s as the wave of decentralization in governance, leading John Naisbitt and Patricia Aburdene (1990) to assert that the decentralization of organizational management is one of the megatrends that shaped the 1980s.

Decentralization is a process of transferring the decision making from central or higher office to the local government or offices of the bureaucracy. In the context of education, the functions that are commonly decentralized to the local levels usually to the local government or the school itself are policymaking, revenue generation, curriculum design, school administration, and teacher management.

There are many reasons why decentralization is deemed to be a good strategy for addressing the problems of poor governance and inefficiencies in providing the basic needs of society. For instance, the World Bank (1998) recommends decentralization “to effect a more efficient allocation of resources that is necessary to bring about improvements in the quality of schools and to deal with financial pressures” (Berhman, et. al., 2002). The pressure to decentralize among developing countries was driven largely by fiscal constraints and concern over the effectiveness of a centralized education bureaucracy in providing education services. Interestingly, in places like Latin America, the eastern European bloc and the former USSR, decentralization proceeded hand in hand with the democratization process.

A key reform program that has concretized decentralization in the basic education sector in different parts of the world is site-management or school-based management (SBM). Australia adopted the strategy in 1976; Britain in 1988; the US in 1988; New Zealand in 1989; Mexico in 1992; Hong Kong in 1991; Thailand in 1999; and, the Philippines in 2001 (Bautista, Bernardo and Ocampo, 2010). By the turn of the century, SBM had become one of the three major tracks for change in public education (Caldwell, 2004), the other two being the “an unrelenting focus on learning outcomes, and the creation of schools for a knowledge society and global economy”.

With regard to SBM, it is important to take note of the following:

For Conley (2003), SBM is more of an enabling mechanism for other goal to materialize. He clearly states in an earlier work (1993) that educational restructuring such as SBM needs to dovetail with the goals of systemic reform. He formulated a “framework of twelve dimensions of educational restructuring that are grouped into three subsets: central, enabling, and supporting variables. Learner outcomes, curriculum, instruction, and assessment make up

the central variables, labeled as such because they have a powerful direct effect on student learning. Enabling variables, also closely related to instruction, consist of learning environment, technology, school-community relations, and time. Supporting variables, those further removed from the class room; consist of governance, teacher leadership, personnel structures and working relationships (Thomson, 1994).”

Hanushek and Woessmann, (2007) remind policy makers and implementers about the evidence that “merely increasing resource allocations will not increase the equity or improve the quality of education in the absence of institutional reforms” (World Bank, 2007:1). For a successful SBM, all stakeholders of education should effectively and meaningfully participate in its implementation and all aspects of educational management should also synchronize with efforts related to decentralization as to the context-specify of SBM, because its implementation is dynamic, its practices cannot be boxed in a template to be followed by school heads. Every country and every locality that practices SBM is well aware of its context-based implementation.

Decentralization through school-based management has shown mixed results .Bautista, Bernardo and Ocampo (2010) noted that in developed societies, SBM increases participation in decision making but does not appear to have an effect on teaching and learning when treated merely as a change in governance structure. However, based on their literature review, the authors assert that it affects school performance positively “when schools, in addition to obtaining autonomy, provide for local capacity-building, establish rigorous external accountability through close relations between schools and communities, and stimulate access to innovations”.

Several reasons explain why SBM is widely supported by different policy makers and even governments. One of the main reasons is that principals, teachers and parents are the best people to manage the resources available for education to meet the needs of the wider community. If there is a strict regulation imposed upon schools, it limits its ability to make a full potential in meeting students’ needs. If school organization is given importance, it will have a net effect on student performance through increased test scores and reduced dropout rates (Montreal Economic Institute, 2007). Although many other factors affect student

performance such as influence of the family, school autonomy has the strongest influence on the overall quality of school management and organization.

The implementation of SBM also results in “increased efficiency and innovation in the delivery of education, reduced education bureaucracy, increased responsiveness of schools to the needs of local communities, strengthened accountability and increased engagement with, and financial support for, schools” (Montreal Economic Institute, 2007:2). In countries with devolved systems of education or high degree of autonomy, average performance in mathematics and literacy tends to be higher. But OECD (2004) report cautions that the relationship between school autonomy and academic performance is not causal.

Di Gropello (2006) expresses the primary goal of decentralization reforms in education as “to improve the efficiency and effectiveness of education by increasing school autonomy and community participation and the autonomy and capacity of local and regional education offices and stakeholders” (p. 1). In his study (2006) he presses that “school-based management models seem to be a potentially promising means to promote more civic engagement in education and to cost-effectively get better or similar educational results than traditional programs” (p. 53). SBM has had a very substantial impact on enrollment and is somewhat associated with better student flows, as the experience of El Salvador, Honduras, and Guatemala point out. There is also evidence that academic achievement is at least high in autonomous schools, as in traditional schools.

Decentralization reforms have a positive influence on the efficiency and effectiveness of education service delivery largely because it: (a) enables the school to make use of information about local preferences, and (b) increases the opportunities for the community to hold the service provider accountable, which, in turn, can improve teaching and learning (World Bank in Di Gropello, 2006). The first reason for effectiveness and efficiency of SBM is information argument which argues that information or knowledge should be within the reach of the schools so that they could use it for their benefit; while secondly, it speaks distinctly of accountability of the academic communities for their decisions and actions.

Admittedly, education is “too complex and too diversified, both in demand and supply, to be efficiently produced and distributed in a centralized fashion” (Montreal Economic Institute, 2007:4). Excessive and centralized bureaucratic control over schools hampers them to be responsive and creative organizations to imply non- ability to grab the opportunity of the environment. The current period shows a volatile society in which many changes happen in very fast phase conditions. We can only adjust, given enough elbow room for direct actors to decide and make immediate actions or steps advantageous to the welfare of the group.

Caldwell (2004) enumerates some of the driving forces for SBM as follows: “(1) demand for less control and uniformity and associated demand for greater freedom and differentiation; (2) interest in reducing the size and therefore cost of maintaining a large central bureaucracy; (3) commitment to empowerment of the community; (4) desire to achieve higher levels of professionalism at the school level through the involvement of teachers in decision-making; and (5) realization that different schools have different mixes of student needs requiring different patterns of response that cannot be determined centrally, hence the need for a capacity at the school level to make decisions to respond to these needs” (p. 4).

Likened to a juggernaut, the flourishing of decentralization movement reveals the internal limitation of nationally defined programs and policies. A national policy are one size, but does not fit all. There is an imperative that these central policies must be adapted to be relevant because each community is differently constituted, although similarly situated; each school has its own distinct character and attributes. Furthermore, too much centralization in education stifles creativity of actors and too much inspection suppresses local initiative (Kandasamy, Maheswari&,LiaBlaton, 2004).

(Kandasamy, Maheswari&,LiaBlaton , 2004) reports the positive findings of decentralization in education implemented in Africa and Asia. First, parents and communities are showing great commitment to their children’s schooling by partly shouldering the cost of schooling and provision of practical supports. Secondly, parents and teachers, inspectors and mayors, and other stakeholders are genuinely convinced of the need for decentralization since they commit themselves to its implementation, although fully aware of the present constraints.

And thirdly, considering that schools and local offices struggle with scarce resources, the local community engages in several innovative efforts and initiatives.

(Barrera-Osorio, 2009) hold that at very marginal costs, the potential benefits SBM are large. A number of these benefits include:

- “More input and resources from parents (whether in cash or in-kind)
- More effective use of resources because those making the decisions for each school are intimately acquainted with its needs
- A higher quality of education as a result of more efficient and transparent use of resources
- A more open and welcoming school environment because the community is involved in its management
- Increased participation of all local stakeholders in the decision-making processes which leads to more collegial relationships and increased satisfaction
- Improved student performance as a result of reduced repetition rates, reduced dropout rates, and (eventually) better learning outcomes” (p. 6).

The main purpose for school-based management is the improvement of educational outcomes and, thus most governments have adopted as their policies for educational reform (Caldwell, 2004). The limitation though is that SBM does not provide a solution to all school related problems. SBM, when properly and carefully implemented, yields increased community ownership of schools, improves student learning outcomes, and provides more streamlined administration of the education system (Montreal Economic Institute, 2007).

2.3 SBM and Education Outcomes

For the last three decades of implementation of SBM, according to Caldwell (2004) “there has been little evidence that school-based management has had either a direct or an indirect effect on educational outcomes” (p. 4) primarily because most of the early SBM was implemented as a strategy to empower the community, if not to dismantle large, costly and ineffective bureaucracy. Caldwell (2004) further notes that the impact of SBM was hard to establish due to the weak database on student achievement. He claims that SBM in western

nations have yielded little evidence of impact on learning though they have already practiced SBM for almost three decades, while in developing countries, the implementation of SBM gives early evidence of impact on learning.

Fullan and Watson (1999) reviewed several empirical studies involving SBM in developed countries, concluding that SBM, in its then present form, did not impact on teaching and learning. Fullan and Watson cited the following studies; a) the first was conducted by Taylor & Teddlie (1992) in thirty-three schools in the United States. They found out that teachers in this study did not alter their practice, much less increase their participation in decision-making or overcome norms of autonomy so that teachers would feel empowered to collaborate with their colleagues; b) Hallinger, Murphy and Hausman, (1991) found that teachers and principals in their samples were highly in favor of restructuring, but did not make connections ‘between new governance structures and the teaching-learning process’; c) identical findings arise in Weiss’ (1992) investigation of shared decision-making (SDM) in twelve high schools in eleven states in the US. Weiss did find that teachers in SDM schools were more likely to mention involvement in the decision-making process, but ‘schools with SDM did not pay more attention to issues of curriculum than traditionally managed schools, and pedagogical issues and student concerns were low on the list for both sets of schools.’; d) Leithwood and Menzies (1998) examined 83 empirical studies of school-based management to arrive at this conclusion: “There is virtually no firm, research-based knowledge about the direct or indirect effects of SBM on students ... the little research-based evidence that does exist suggests that the effects on students are just as likely to be negative as positive. An awesome gap exists between the rhetoric and the reality of SBM’s contribution to student growth in light of the widespread advocacy of SBM.” (p. 34)

Thus, Fullan and Watson (1999) suggest that we don’t need to abandon SBM, but rather reconceptualize it by providing three key non-structural elements:

- Building professional learning communities;
- Developing the two-way seamless relationship between schools and their communities;
- Establishing and extending infrastructures which contribute to (1) and (2), as well as serving as a framework for external accountability.

Equally, Fullan and Watson (1999), in studying the SBM in developing countries of Africa, Asia, and Latin America claim that there is not yet any overall evidence that SBM in developing countries is directly linked to improvements in the quality of. In Kenya, Anderson and Nderitu found that implementation of School Improvement Programme (SIP) has become widespread (since mid-1996), that there is evidence of impact on the work of teachers and their relationships to students and community members, and that while it is too early to assess the impact on student outcomes, most of the evidence is positive. In Jaipur, India, the Bodh Shiksha Samiti Project uses a child-based philosophy of education linked to an integrated community schools strategy.

The researchers Fullan and Watson report the following specific achievements:

- A comparative assessment, based on the findings of benchmark studies in the government schools under the programme, has established that the level of children's cognition attained through these innovative methods is much higher than those of schools not involved in the programme.
- The programme has brought the government teachers out of systematic rigidity and there is perceptible qualitative improvement in classroom culture, teacher-student relationships and parental involvement in school activities.
- There is a general appreciation of the programme and a growing demand for its expansion.
- In Pakistan, the Roads to Success (RTS) is a well-documented report on an in- depth evaluation of school improvement in 32 schools in four provinces. Four indicators of success were used: enrolment, attendance, repetition rate, and retention data were not available on student performance. The findings are:
 - Critical causal factors in the process of positive school change include a combination of a competent head teacher (and teachers) and a supportive community;
 - Heads and teachers can form a cluster of schools to help each other;
 - Parents/communities support schools through:
 - Involvement with their own children's learning;
 - Involvement through securing facilities and financial support for the school;
 - Involvement through participation in school activities.

Research findings in various countries demonstrate that through the implementation of SBM, school stakeholders and participants have been empowered in decision-making, leading to create high levels of parental and community participation (Bandur, 2008). In Indonesia, Bandur (2008) made a study that aims to examine whether improvements in student achievements have been achieved resulting from the implementation of SBM. Based on his study, “there have been school improvements and student achievements resulting from the implementation of SBM. SBM policies and programs have created better teaching/learning environments and student achievements. Further, the research suggests that continuous developments and capacity building such as training on school leadership and management, workshops on, and increased funding from governments are needed to affect further improvements in school effectiveness with the implementation of SBM.” (p. xii)

Santibañez (2006) provides this summary in her literature review regarding SBM, “it appears that having a school council that includes a wide variety of stakeholders (principal, teachers, parents) and has either limited authority and more resources, or great authority and autonomy (even without extra resources), does have a positive effect on student outcomes, particularly those on access and dropout rates, and lesser so on student achievement.” (p. 31)

Caldwell (2004) asserts that for SBM to be successful in improving school outcomes, there is a need to “highlight the importance of local decision-making being pre-eminently concerned with learning and teaching and the support of learning and teaching, especially in building the capacity of staff to design and deliver a curriculum and pedagogy that meet the needs of students, taking account of priorities in the local setting, including a capacity to identify needs and monitor outcomes. Also evident is the building of the capacity of the community to support the efforts of schools” (p. 5). This simply means that SBM may not directly affect learning but transfer of authority to local leaders may provide an important avenue and better opportunities for schools to perform well.

International studies of student achievement such as PISA and TIMSS show that schools with a high degree of autonomy did better (Caldwell, 2004). The reason behind the higher performance was the importance of support of the community to schooling.

Caldwell (2004) clarifies that SBM, as a policy, can be easily legislated which shifts power, authority, responsibility and influence from one level to another such a shift is a change in structure. On the other hand, the challenge is posed to build commitment and capacity to achieve the desired impact on learning such a shift is a change in culture.

2.4 SBM and Capacity Building

School autonomy, decentralization, and SBM are all policies that automatically put the school principal at the heart of quality improvement. Past researches yielded that school management has a crucial contribution in the performance of teachers and students. Principal characteristics such as strong leadership, achievement-orientation and good community networks pave the way for successful school (Kandasamy, Maheswari&, LiaBlaton, 2004).

For Caldwell, (2004) capacity building at the local level is one of the reasons for the effective implementation of SBM. Teachers, principals and other school leaders need to build their capacity to perform their new roles in the restructured school operation. For teachers, there is an imperative to undertake professional development on such topics as needs assessment, curriculum design, research-based pedagogy, and continuous monitoring. For principals or school heads, they need to strengthen their knowledge and competencies on strategic leadership, human resource management, policy making, planning, and resource allocation, community building and networking among schools.

In this regard Di Gropello (2006) mentions two influences that affect the successful implementation of SBM: “a) assets of actors and communities, which include skills, and information as well as organizational, psychological, human, financial and material assets, and (b) the context in which the school and community exist” (p. 4). He also affirms that SBM has prioritized school quality like teacher and school effort, as well as attended to learning materials, teachers skills, pedagogical innovation all resulting in limited potential impact of SBM on the quality of education and learning. SBM equally remains at stake either due to the issue of the actors’ ability to sustain its initial implementation or positive output.

SBM, if implemented in fragmentary and incomplete manner, will not produce its intended outcomes. Bimber(1993) claims that decentralization has a limited effect when treated

separately with other aspects of school decisions. Since decisions are interdependent, granting autonomy in one area of school management may be constrained by other areas, in the absence of decentralization.

Caldwell (2004) also articulates passionately the role of universities in providing training programs for school leaders and teachers to acquire the necessary skills, perspectives and knowledge for a successful implementation of SBM. In this situation, teacher training institutions (TEIs), formerly known as *ecolenormale*, play a vital role as part capacity builders for the public schools, especially in providing of In-Service Training (INSET) for teachers and school leaders.

For his part Di Gropello (2006) reminds us of the risk of SBM amidst weak institutional framework the capture of local power by local elite. Thus Grauwe (2004) in describing successful schools recognizes three policy implications, namely:

1. “Principals are key to successful schools; they therefore need to work within a supportive policy environment.
2. An integrated accountability framework has to be developed linking the different actors to whom the school is responsible.
3. These different actors should be given professional training so that, subsequently, their autonomy can be increased” (Kandasamy, Maheswari&,LiaBlaton, 2004:6).

SBM, on the other hand, has its own internal and external barriers. For example, Lugaz (2004) spells out the barriers of decentralization in West Africa: a) Poor quality monitoring on the part of local education offices, owing to the inadequacy of the financial, material and human resources at their disposal; b) Overloaded principals and under sourced schools; c) Lack of transparency on the part of the schools which obtained alternative sources of funds; d) Different categories of teachers and its quality; e) Lack of support from local elected officials due to lack of experience or training in education matters; and f) Culture (p. 4-5, Lugaz, IIEP, 2004). But these barriers can be overcome by careful planning and implementation of SBM by those directly involved as well as the leaders in the national government.

Admittedly, SBM as reform management strategy is not free from drawbacks, let alone defeat its intended purpose, if not well implemented.

2.5 Do We Know How to Make SBM Work?

Despite the plentiful number of studies and reviews of SBM that tend to show why SBM does not work or works only at the margin, the recent literature has focused more consciously on identifying components that help make SBM an effective strategy. David (1989) argued that three key factors are necessary to make SBM work: school autonomy for making decisions on budget, personnel, and curriculum; regulatory relief to make new decision making real; and shared, collegial decision making among site teachers and administrators. Drawing on successful school based education improvement research (Berman and Gjelten, 1984; Chapman and Boyd, 1986; David and Peterson, 1984, David, 1989 also argued that for SBM to produce a school improvement process that really works (i.e., improves curriculum, instruction and student achievement), it must be accompanied by four key factors, all of which are predicted on district support:

- 1. *New knowledge and skills.*** Both teachers and administrators need a wide array of knowledge and skill to engage successfully in SBM. Such knowledge and skills include content knowledge and skills in new instructional strategies; planning and organizing a meeting and following an agenda; engaging in group process; budgeting; developing and monitoring a fiscal plan; and reviewing and analyzing data on school performance. This, of course, suggests the need for a robust staff development program.
- 2. *Principal leadership.*** The amount of authority and the style with which it is shared depends on the principal. In districts successful at decentralizing management, the central office trains, hires, and evaluates site leaders on the basis of these key leadership skills.
- 3. *Implementation time.*** Teachers and administrators need time to acquire and use new knowledge and skills.
- 4. *Salary levels.*** These should be commensurate with the new levels of responsibility and authority.

These findings are reinforced by a recent RAND report on decentralized management in several large city districts (Hill and Bonan, 1991). That report concluded that for SBM to work the following are necessary;

- Superintendents and school boards should treat SBM as a reform strategy by transforming the central office into a help giver organization and by promoting and expecting school variety (rather than uniformity).
- Teachers unions should treat SBM as the core strategy for professionalization by providing training in the knowledge and skills needed to make implementation effective and by trouble shooting on a collaborative basis with the principal.
- Teachers and principals should focus on student needs by, (a) moving beyond traditional labor management barriers and acting collegially, (b) by emphasizing informal procedures rather than formal processes that can result in vets and (c) by taking the initiative in assessing school performance.

According to Hill and Bonan (1991), accountability under SBM should be based on results (i.e., student outcomes) and hold schools accountable for implementing their own plans and meeting their goals. The authors further noted that the strongest basis for accountability is the reputation of the school and that the ultimate accountability mechanism in school choice, where parents and students decide which schools to attend based on reputation of school. Finally, Hill and Honan suggested that the central office role in accountability under SBM is to manage the school choice process.

Although these findings converge, they nevertheless are based on a limited review of the literature (David, 1989) or a study of a few districts taking modest steps towards SBM (Hill and Bonan, 1991). The private sector, however, has been experimenting with a wide range of decentralized management approaches for over 2 decades, and the accompanying research has identified several key factors that produce effective organizations. These findings were synthesized recently by Lawer (1986) in a book entitled *High-involvement management*. High- involvement management appropriate for service organizations that engage in knowledge production, exist in changing (usually rapidly changing) environment, are staffed by individuals whose job tasks are complex and require constant decision making, and

characterized by interdependence among tasks within the organization (Lawer, 1986). All of these characteristics apply to schools.

From His Synthesis of 20 years of research, Lawer (1986) concluded that decentralized management work when four components are decentralized to serve delivery/production unit: power (i.e., authority over budget and personnel), knowledge (i.e., the skills and knowledge needed to engage in high involvement management and new forms of service provision), information (i.e., data about the performance of the organization and about the fiscal performance of the unit and the organization including sales, costs, market share, profitability, etc.), and rewards (i.e., a knowledge and skills based compensation structure, organization wide bonuses for accomplishing goals, and gain sharing programs for either accomplishing goals or reducing costs). Indeed, Lawer argued that organizational effectiveness is a multiplicative function of power, knowledge, information, and rewards. This suggests that if any one component is missing, organizational effectiveness is dramatically reduced.

Taken together, these conclusions help bring focus both to the findings from the two studies on how school SBM works (David,1989;Hill and Bonan, 1991)and to the problems with SBM identified in the previous section. SBM policy first needs to decentralize powers to schools. Power is defined as control over budget and personnel. Decentralized schools need to be given a lump sum budget and expenditure authority to spend the budget, subject only to district review of the total budget. Further, schools need to have the authority to hire, train, supervise, promote, and fire their own staff, with few constrains from the central district office. Many SBM studies and reviews have already made this point (David, 1989:Hill and Bonan, 1991; Malen et al., 1990; wohlstetter and Buffett, 1992).

Second, schools must have the knowledge and skill needed to accomplish their tasks. Technical skills primarily include teachers knowledge of curriculum content and proficiency in the instructional skills needed to teach it. Knowledge and skills also include the process, leadership, financial, and management skills needed to engage in collegial planning, budget development and monitoring, and cost benefit/cost effectiveness analysis. This point was

made strongly by David (1989) “real authority comes from knowledge” (p.51) and Hill and Bonan (1991), who identified the need for training.

Third, schools need to have information about their organization, its classrooms and academic departments, and about how the organization fits into the overall district system. Such information includes a wide array of student outcome data such as content area achievement, graduation rates, participations rates, course taking patterns; and so on. Education information also includes detailed schools based revenue and expenditure data by program and student, which is rarely available in any district, including SBM districts. This point is indirectly raised by the push in education for few forms of individual and school based student assessments. Only Guthrie (1986), Hill and Bonan (1991), and Wohlstetter and Buffet (1992) explicitly identified school based outcomes as key to SBM, and only Guthrie identified the need for fiscal information as well.

Fourth, schools need to be able to provide reward for accomplishing goals. As proposed by Lawer (1986), this factor encompasses the overall compensation structure of the organizations. In education, this necessitates major changes in teacher and administrator compensation system (such as knowledge and skill based pay and school based bonuses for accomplishing performance targets) that have not been part of any proposed SBM program to date. David (1989) raised the compensation issue, but the merely argued for a salary level commensurate with new roles and responsibility entailed in SBM. More recently, Odden and Conley (1991) described how a new teacher compensation structure with the above elements could be designed, but the closest that schools have come to such changes have been modest school based performance awards that a few states and districts have adopted (Rechards and Shujaa, 1990).

In views of the scholars Lawer (1986), David,1989;Hill and Bonan, (1991), these four components are the key variables that need to be decentralized to schools if SBM is to work in local districts. Schools as organizations then need to be redesigned with the people within them (Mohrman and Cummings, 1989).

2.6 Conditions Supporting School Based Management as a Governance Mechanism

A primary purpose of SBM is usually to enhance school performance and the quality of education provided to students. Unfortunately, the empirical research investigating the link between SBM and school improvement has been rather limited (Summers and Johnson, 1994). Furthermore, one comprehensive review of this literature (Malen et.al, 1990) indicates that the impact of SBM is fairly limited). This prior research, and the experience of a myriad of school, makes it clear that a shift to SBM does not guarantee subsequent school improvement. Hence a critical question focuses on what conditions are necessary for SBM to enhance the quality of education provided to students.

A theoretical frame work Lawler's (1986) high-involvement model which focuses on increasing employee involvement in organization decision making. According to this frame work, efforts to improve organizational performance are more likely to be successful if employees' throughout the system are actively involved in the process. Father more, the requisite employee involvement is more likely to occur if it is supported by a decentralized approach to management and organization that focuses on four key elements.

The first of these is power .By definition, any mechanism for organizational entails the shift of power to lower levels of the hierarchy. This is the basic characteristics of SBM, namely, the shift of some decision-making authority form the district administration to the school site and the inclusion of school level constituents in the decision making process. However, Lawler (1986) suggests that three reaming elements must be decentralized to facilitate the development of meaningful patterns of involvement oriented towards performance. These elements are knowledge and skills, information's, and rewards. To make good decisions, participants need the knowledge and skills required to enact their expanded roles so as to improve outcomes and achieve high performance. This includes not only technical knowledge regarding how to do their job, but also business knowledge relevant to managing the organizational and interpersonal skills required for working together as a team. They also need timely information about organizational performance, especially regarding organizational goals and objectives and the extent to which these are being attained. Finally, it is important to rewards to be aligned with the behavior, outcomes, and capabilities required

for high performance. This provides incentive for employee involvement and holds people accountable for their contribution to organizational performance.

2.7 Innovations through School-Based Management

The literature reviews on the innovation areas of school based management research shows that, in addition to these elements of the high-involvement model, which these four conditions along with three other factors seemed to be associated with the effective use of SBM. These are, an instructional guidance system, leadership, and resources facilitated the implementation of four categories of curriculum and instructional innovations (cf. Murphy; Wohlstetter & Briggs, 1994); Robertson et al. (1995).

The first one is the presence of an "instructional guidance system," which includes a state or district curriculum framework along with the school's teaching and learning objectives and the means by which they are to be accomplished articulated within the parameters of the broader framework. Most of the actively restructuring schools had a well-defined vision delineating the school's specific mission, values, and goals regarding student outcomes. This vision served as an impetus and a focal point for decisions regarding what types of reforms to implement. Without such a vision, schools were usually less able to get very far in terms of designing and implementing any reforms.

The second condition has to do with the nature of the school principal's leadership role (Wohlstetter & Briggs, 1994). Principals at the actively restructuring schools were highly regarded by the faculty as being strong leaders. Some of them were adopting more of a managerial or even a transformational role, with a focus on effectively managing the whole of the social system rather than just the curriculum and instructional aspects (cf. Murphy, 1994). This orientation incorporates both an internal and an external focus. Internally, these principals motivated their staff, created a team feeling on campus, and worked to shield teachers from concerns in which they had little vested interest or expertise. Externally, they gathered information regarding educational research and innovative practices to share with their teachers. They were also entrepreneurial in that they sought out grant opportunities and encouraged faculty to write proposals to gain funding for desired innovations.

To implement meaningful reform the third condition innovation that serve the practices of school based management is resources like; human, financial and material assets both kinds of resources outside funding and partnerships with the community. For Caldwell, (2004) capacity building at the local level is one of the reasons for the effective implementation of SBM. In this regard Di Gropello (2006) mentions two influences that affect the successful implementation of SBM: “a) assets of actors and communities, which include skills, and information as well as organizational, psychological, human, financial and material assets, and (b) the context in which the school and community exist” (p. 4). He also affirms that SBM has prioritized school quality like teacher and school effort, as well as attended to learning materials, teachers skills, pedagogical innovation all resulting in limited potential impact of SBM on the quality of education and learning. SBM equally remains at stake either due to the issue of the actors’ ability to sustain its initial implementation or positive output.

In summary, the literature reviews on the innovation areas of school based management research suggested that a number of factors that facilitate the use of school-based management as an effective form of governance for a school. Described above in terms of the elements of the high-involvement model, the use of innovation area like, an instructional guidance system, the role of the principal, and resource the bottom line is that effective utilization of SBM governance requires the development of high quality decision making structures and processes at the school.

2.8 School Management as a Means of Improving Decision-making

This section reviews general literature on the significance of management for improving decision-making at school level. It highlights the extent to which devolution of decision making authority to schools helps in the further decentralization of school management. It also discusses the roles of head teachers and communities in improving decision-making at school level.

2.8.1 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 decentralization 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 decentralization of school management (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 (Naidoo, 2005).

Researchers have identified some benefits of decentralization for critical decision-making at school level. First, as Dunne et al. (2007) have pointed out, education decentralization reduces inequities mainly when financial responsibility is delegated to local government. Sub-Saharan African countries, from Ethiopia to South Africa, have recently been engaged in administrative decentralization, 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 (Naidoo, 2005). Therefore, decentralization facilitates responsiveness to local needs through community participation, transparency and accountability in school management (Dunne et al., 2007).

Second, decentralization leads to a change in school management. Many African countries, for example, regard decentralization 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 decentralization 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). 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 (Naidoo, 2005).

Third, 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 requires the involvement of stakeholders such as policymakers, teachers, students, parents and community members (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). 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 been 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).

2.8.2 The Role of Head Teachers in promoting key Decision-making

In this sub-section, the paper discusses literature on the contribution of head teachers to the strengthening of school-based management. It provides an account of how head teachers play a part in the further decentralization 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).

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; 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 a conducive environment for the staff to achieve these things (Luck 2011). The growing interest in strengthening education management at school level can support this process (Gottelmann-Duret, 2000).

2.8.3 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 decentralization 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 made at local level are arguably more responsive to specific issues related to school contexts (Dunne et al., 2007). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Naidoo, 2005).

Another advantage is that decentralization empowers communities to mobilize resources (Dunne et al. 2007). In Ghana, for example, decentralization helps to enhance the efficiency of school management and accountability (Dunne et al. 2007).

Third, decentralization motivates parents to show greater interest in their children's education. In some cases, the functioning of local education offices was financed by communities (Dunne et al., 2007). According to De Grauwe et al. (2011), the involvement of parents, teachers, local councilors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement.

However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (Naidoo, 2005).

To sum up, the literature reveals that in practice decentralization policy has not ensured the full participation of all stakeholders in school decision-making and school administration. The most positive outcome of decentralization policy in developing countries appears to be creation of the awareness and increases in local efforts to address problems in education. Decentralization can generate a critical mass of action to tackle context-specific problems in education management (Dunne et al., 2007). But in order to strengthen school-based decision-making, the relationships among education offices, local government authorities, communities and parents need to be coordinated so that stakeholders work as a team.

2.9 Legal Framework: The Ethiopian Context.

Ethiopian educational history indicates that the issue of school management and decision-making at school level is a recent development. The modern school system was introduced into the country by missionaries during the nineteenth century. The first modern government school was built by Emperor Menilik in 1908; further schools were built by Emperor Haile Selassie and the subsequent regimes (Nekatibeb, 2012).

The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor’s conviction that education held a key position in the country’s development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled *General Directions of Ethiopian Education* in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (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 emphasize 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 designed in 2002, the Government realized the significance of management and decision-making at the *woreda* and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralize critical decision-making from regions and zones to the *woredas* and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE, 2005).

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

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

The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary and secondary education (MOE, 2005). 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 *woredaa* administration still had more powers of critical decision-making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE, 2005).

At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government 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 emphasized 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). 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 decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE, 2008).

Alongside ESDPs and GEQIP, the Government has designed and implemented the School Improvement Programme (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE, 2005). The document outlined the main components of school management and administration as: school principals and assistant school principal; 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 school principal. School principals 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 document SIP (MOE, 2007b) 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 school principals 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 school principal 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 school principals 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 *kebele* administration in the implementation of decentralized educational management. The *kebele* 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 nongovernmental organizations; and in coordinating the support and assistance provided by students, parents and local community (MOE, 1998).

To conclude, the Government of Ethiopia has recently focused on improving SBM through the devolution of education decision-making to school level. To achieve this objective, it has promoted the roles 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 programmers' such as ESDP IV, GEQIP and SIP give more power to school principals and administrators to coordinate the roles of communities, parents and local administration in school decision-making.
- The policy emphasizes the importance of the participation of communities, parents and teachers (through PTAs) 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.

UNIT THREE

RESEARCH METHODOLOGY

This part of the research presents the methodological aspects of the research, which include research method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretations and also ethical considerations.

3.1 Research Method

In order to assess and clarify the current practices of SBM and thereby recommend constructive ideas, it is necessary to conduct a descriptive study in the schools. This is so because descriptive study sets out to describe what is and it is used to draw valid general conclusion in its natural setting. Concerning this, Best& Kanh (2003) and Yalew (1998) descriptive study is concerned with: conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are felt; or trends that are developing. Accordingly, the research method was employed in this study is descriptive survey.

In this descriptive survey, both quantitative and qualitative data were required to assess the school based management practices in secondary schools of East Showa Zone. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned population, while interview facilitates to have or to get in-depth data on the practice of school-based management from the respect individuals. Furthermore, the qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response and the qualitative data was also incorporated in the study to validate and triangulate the quantitative data (Creswell, 2002). Therefore, these methods were selected with the assumption that they were helpful to obtain precise information concerning the practices of school based management in detailed from numerous numbers of respondents.

3.2 Sources of Data

The source of necessary information to conduct the study is primary data sources. The primary data was collected from PTAs, KETB, teachers, and school principals through questionnaire and semi-structured interview. The decision to use these subjects as a source of primary data was based on the expectation that they have a better experience and information on the school based management practices in secondary schools. As to complement and supplement results obtained from the above respondents, documents are also examined. Annual and strategic plan of school, school Agendas participatory decision making of SBM on budget, personnel, and curriculum and instruction, SIP document that show the participation of community and parents in the school affairs and the school rewarding strategies are the documents which were consulted to supplement the data collected by the prepared data collecting instruments.

3.3 The study Site

East shwa Zone is one of the twenty-four Zones in Oromiya Regional State of Ethiopia, which is bordered on the south by the Arsi zone , on the west by west Arsi Zone, on the northeast by the Amara Reginal state, and on East by the Afar Regional state and Awash River. Adama is the capital city of this zone. It is found on 99 KM distance from Addis Ababa to East. East Showa Zone comprises ten Woredas; Adama, Adaa, Batu, Bora, Boset, Dugeda, Gumbichu, Libancukala, Lume, and Matahara Woreda and three town administrations; Batu, Mojo and Matahara town. These Woreda vary in their infrastructure, weather conditions and socio economical status. Total number of secondary schools in a Zone is 18. The number of teachers is 410 in secondary schools.

3.4 Population

The population that were included in this research are all concerned school based managements in 18 secondary schools of East Zone; specifically, secondary school teachers (410), principals and vice principals (36), KETB (72) and PTAs(90),a total of (608).

3.5 Sample Size and Sampling Technique

East Showa zone was selected as a study site purposively because, the researcher was working there and he is familiar with the area. There are 18 secondary schools in different woreda of East Showa Zone. Amongst these secondary schools 7(40%) were taken by (lottery method) as a sample by the researcher personal judgment. The researcher decides to use these schools as a sample is due to the available financial and material resources to conduct the study effectively. The seven secondary schools were selected by using simple random sampling technique (lottery method). Because, most secondary schools in East Showa Zone have relatively similar standards like infrastructure, facility, availability of necessary human resources (both administrative and academic) and other. Thus, the researcher believed that, the sample size of secondary schools representative and helped to compose well-founded generalization at the end of the study.

The procedures that were used to determine the sample by simple random sampling technique particularly lottery methods are the following:

Step.1. Constructing a sample frame

- All the names of sample secondary schools were alphabetically ordered.
- The number of sample secondary schools to be selected was decided.

Step.2. The names of sample secondary schools were substituted by tickets number.

- Each rolled tickets was corresponded to a names in the sample frame.

Step.3. Rolled tickets was mixed well in a packet

- Pick up until all the required number of respondents were identified.

Accordingly, Baatuu, Boote, Dekebora, Mojo, Ude, Walanciti, and Wongy SS were selected.

To determine the sample size of teachers from the total target populations (410) of East Showa Zone secondary schools, the researcher selected 142 (35%) teachers as representatives for this study. The researcher believed that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 142 teachers.

The total numbers of teachers in the seven selected secondary schools are 202. Hence, to select 142 teachers through simple random sampling technique, proportional allocation by stratified sampling to the size of teachers in each school was done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. To determine the sample size of teachers for each secondary school, the stratified formula of William (1977) was utilized. It was done by dividing the targeted sample teachers (142) with the total number of teacher in the seven secondary schools (202) and multiplied with total number of teachers' in each school. Mathematic;

$$Ps = \frac{n}{N} \times N_{\underline{0}} \text{ of teacher in each school}$$

Where, Ps = Proportional allocation to size

n = Total teachers' sample size (142)

N = Total number of teacher in the seven selected sample school (202)

Based on the above stratified formula, sample size of teachers in each secondary school was computed.

1. Baatu secondary school (teacher population = 42)
 $n = \frac{42 \times 142}{202} = 29.5 \approx 29$
2. Boote secondary school (teacher population = 24)
 $n = \frac{24 \times 142}{202} = 16.87 \approx 17$
3. Dekebora secondary school (teacher population = 14)
 $n = \frac{14 \times 142}{202} = 9.84 \approx 10$
4. Mojo secondary school (teacher population = 51)
 $n = \frac{51 \times 142}{202} = 35.85 \approx 36$
5. Ude secondary school (teacher population = 16)
 $n = \frac{16 \times 142}{202} = 11.24 \approx 11$

6. Walancit secondary school (teacher population = 31)

$$n = \frac{31 \times 142}{202} = 21.79 \approx 22$$

7. Wangy secondary school (teacher population = 24)

$$n = \frac{24 \times 142}{202} = 16.87 \approx 17$$

The sum of the sample size of the above secondary schools

$$29+17+10+36+11+22+17=142$$

After determining proportional allocation (stratified formula) to size of teachers to each school the researcher employed lottery method and questionnaires were administered for them.

In this study, School principals (7) and all vice school principal in seven sampled schools (7) total of (14) principals were selected by census sampling for questionnaires. In other case, PTAs from 5-6 members in each school (3 teacher representatives PTAs member and 2 parent and community representatives PTAs), the 3 teacher representatives PTAs member in each school total 21 teachers representative PTAs member of selected secondary schools of East Showa zone was included in the study by purposive sampling for questionnaires. This helps the researcher to gain adequate and necessary information due to their day-to-day participation in management and leadership of the process of the school based management.

PTAs community representative members in each school, head of PTAs (1) total of (7) were selected by purposive sampling for interview. Selecting them purposive has great benefit for the research findings. Because, these respondents are the core to practices and to follow up the school based management administration, and also have deep information regarding to some factors that hinder school based management practices. By supporting this Ball (as cited in Cohen, Manion, and Morrison, 2007, p.115) states that “purposive sampling is used in order to access ‘knowledgeable people’, that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.” Purposively selected samples were used to get in-depth information through semi structured interview.

KETB from 7 members in each school (1 KETB member) total 7 KETB member of selected secondary schools of East Showa zone were included in the study by using simple random

(lottery) method for interview. The assumption behind that is the entire population is sufficiently large to include all in interview questions, and the researcher can include the entire population in the study. In addition, this helps the researcher to gain adequate and necessary information due to their participation in management and leadership of the practices of the school based management. Accordingly: 7 PTA head and 7 KETB members from East Showa zone were included as a sample for interview in this study.

In general 191 individuals were included as the sample to extract sufficient evidence on school based management practices in secondary schools of East Showa Zone. The next table indicates the total study population in the study area.

Table 1.1 The Summary of the Population, Study Subjects and Sampling Technique

<i>No</i>	<i>Participants</i>	<i>Total No</i>	<i>Sample Size</i>	<i>Sampling Technique</i>
1	Secondary Schools	18	7	Simple Random Sampling
2	Baatu SS	42	29	Simple Random Sampling and stratified (proportional allocate)
	Boote SS	24	17	
	Dekebora SS	14	10	
	Mojo SS	51	36	
	Ude SS	16	11	
	Walancit SS	31	22	
	Wangy SS	24	17	
	Total	202	142	
3	School Principal		7	Available Sampling
	Vice school principal		7	
4	PTAs			Purposive Sampling
	PTAs(head) community representative		7	
	PTAs teachers representative		21	Simple Random Sampling
5	KETB		7	Simple Random Sampling

3.6 Instruments for Data Collection

In order to acquire the necessary information from participants, three types of data collecting instruments were used. These are:

3.6.1 Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from selected teachers and school principals. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject within short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample respondents can have the necessary skills to read and understand the concepts that were incorporated except PTAs and KETB members selected from school society which is interview questionnaire administered for them.

The questionnaire were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, area of specialization and length of service. The second and the largest part incorporate the whole possible school based management variables of both closed and open-ended question items. 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.

3.6.2 Interview

Semi-structured interview was used to gather in-depth qualitative data from KETB (7) and PTAs (7) on the practices of school based management in secondary school. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected through the principal investigator.

3.6.3 Document Analysis

Documents like the participatory decision making of SBM on budget, personnel, and curriculum and instruction, vision and mission of the school plan (ESDP), the participation of community and parents in the school affairs and the school rewarding strategies are the documents which were consulted to supplement the data obtained through questionnaire and semi-structured interview.

3.7 Dependent and Independent Variables

3.7.1 Dependent Variable

According to McQueen and Knussen (2002, p.46) dependent variable represent “the outcome of the study and they provide the quantitative material that allows us to answer the research questions”. As scholars McQueen and Knussen describe dependent variable is the core research questions or hypothesis to be answered at the end of the research. Therefore, the practice of school based management is the dependent variable for this study.

3.7.2 Independent Variables

Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables (Kumar, 2005). Therefore, the independent variables that could be incorporated to see the changes in the practices of school based management are power, knowledge, information, rewards, instructional guidance, leadership and resource. All these variables are identified based on Lawler’s (1986) *high- involvement model* which focuses on increasing employee involvement in organization decision making and David (1989) studies on *how school SBM works* the four key elements, and (Murphy; Wohlstetter& Briggs, 1994); Di Gropello (2006) the three key *innovation* areas of school based management practices.

3.8 Procedures of Data Collection

To answer the research questions raise, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the

sample units. The expected relevant data was gathered by using questionnaires, interview, observation and document analysis. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly go to Awash Malkasa secondary school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contact to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample respondents SBM and teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.9 Method of Data Analysis and Interpretation

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaire, interview, and document analysis.

The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean, standard deviation and inferential statistics like independent sample t-test. Because, the percentage was used to analyze the background information of the respondent, whereas, mean and standard deviation were used to summarize the collected data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It also used to roughly judge which conditions supporting school based management factors (independent variables) practiced more in secondary schools of East Showa Zone. Therefore, descriptive and inferential statistics were used for the purpose of understanding the main

characteristics of the research problems. Furthermore, the mean values of each item were interpreted based on the terms of reference forwarded by Fowler (1996) as indicated below:

The practices of SBM with a mean value of 0-1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high, and 4.50-5.00 as very high implementation of the activities.

Inferential statistics was also used to test differences between and among groups. The Independent-sample t-test helps us to investigate the means significance difference between two independent groups. Or it can be used to compare the mean of two samples.

The qualitative data was organized according to concepts identified from research questions, transcribed and then analyzed according to their major concepts. The results of the qualitative data are then presented using narration. In this qualitative study the respondents interviewed by the researcher in each of the seven schools; the seven purposefully selected PTA head coded or (referred to as PTAs1, PTAs2, PTAs3 ...and PTAs7) and the KETB from each school randomly selected were (referred to as KETBs1, KETBs2, KETBs3... and KETBs7). During open-ended interviews data presentation, analysis and narration the researcher was used this code.

3.10 Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors, instruments were developed related to review of literature and also a pilot study was carried out on 18 teachers and 5 SBM of Awash Malkasa secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams, 2007).

After the dispatched questionnaires' were returned, necessary modification on 5 items and complete removal and replacement of 4 unclear questions were done. Additionally the

reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales.

Table 2.1 Reliability Coefficients Test Results with Cronbach’s Alpha of the Practices of SBM

No	The Practices of SBM variables	Number of items	Reliability Coefficients
1	Power	11	.799
2	knowledge and skill	7	.768
3	Information	8	.896
4	Rewards	6	.900
5	Leadership	7	.878
6	Resource and Community Participation	6	.829
7	Curriculum and Instructions	7	.876
Average Reliability Coefficient			.849

As Table 2 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.768 and 0.900), indicating questions in each construct are measuring a similar concept. Supporting this, George and Mallery (2003) and Cohen (2007) also suggest that, the Cronbach’s alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor, and the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

3.11 Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaire or interview guide. He also informed the participants that the information they provided was only used for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents’ cooperation to provide the required information for the study.

UNIT FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This unit deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaire, interview, and document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this unit. The summary of the quantitative data has been presented by the use of Tables that incorporates various statistical tools. The qualitative part was used as a complementary to the quantitative analysis.

The data was collected from a total of 191 respondents. To this effect, a total of 177 copies of questionnaires were distributed to 142 teachers and 35 SBM members (14 school principals and 21 PTA members). The return rates of the questionnaires were 135 (95.07%) from teachers, and 35(100%) SBM members i.e. school principals 14(100%) and PTA members 21(100%). Among 14 interview respondents, i.e. 7 PTAs head and 7 KETB members, 11(75.6%) are properly participated and gave necessary information on the issue under investigation. But 2 PTA head from community and 1 KETB are not participated since they were absent during the time of data collection. In general 94.8% of respondents are participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret data.

The unit consists of two sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1 Characteristics of the Respondents

The respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table 3 below.

Table 3.1 Characteristics of the Respondents

No	Items		Respondents					
			Teachers		SBM members			
					Principals		PTA members	
			No	%	No	%	No	%
1	Gender	Male	110	81.5	12	85.7	17	81
		Female	25	18.5	2	14.3	4	19
		Total	135	100	14	100	21	100
2	Age	20-25	26	19.26	-	-	2	9.5
		26-30	56	41.48	7	50	8	38.1
		31-35	17	12.59	4	29	5	23.8
		36-40	12	8.88	-	-	3	14.3
		41-45	6	4.44	3	21	1	4.76
		46-50	6	4.44	-	-	2	9.5
		51 and Above	12	8.88	-	-	-	-
		Total	135	100	14	100	21	100
3	Educational Level	10/12 complete	-	-	-	-	-	-
		TTI	-	-	-	-	-	-
		Diploma	3	2.22	-	-	3	14.3
		1 st Degree	129	95.55	13	92.8	18	85.7
		2 nd Degree	3	2.22	1	7.2	-	-
		Total	135	100	14	100	21	100
4	Work experience	Less than a year	9	6.66	-	-	-	-
		1-4years	33	27.4	1	7.16	5	23.8
		5-8 years	39	28.88	8	57.1	6	28.6
		9-12 years	16	11.85	2	14.3	3	14.3
		13-16 years	4	2.96	-	-	2	9.5
		Above 16 years	34	25.18	3	21.	5	23.8
		Total	135	100	14	100	21	100
5	Subject Specialization	Language	28	20.75	2	14.3	8	38.1
		Mathematics	26	19.26	1	7.14	5	23.8
		Natural Science	47	34.8	6	42.9	5	23.8
		Social Science	34	25.18	3	21.	3	14.3
		EDPM	-	-	2	14.3	-	-
		Total	135	100	14	100	21	100

Item 1 Table 3 relates to the gender of teachers, principals and PTA members' respondents. As the information obtained from respondents in this regard show, 110(81.5%) teachers, 12(85.7%) principals and 17(81%) PTA members were males and 25(18.5%) teachers, 2(14.3%) principals and 4(19%) PTA members were females. This implies that most of SBM respondents' school principals and PTA were dominated by male.

As can be seen from the above, the majority 56(41.48%) of the teachers, 7(50%) of school principal and 8(38.1%) of the PTA members were within 26-30 years age range. From the discussion, it may be possible for one to recognize that the teachers and SBM members were in middle age and younger who have a lot of ideas and energy, and hence, can enthusiastically perform their duties and responsibilities. In addition to this, they have good opportunity to share experience from their senior teachers as well as department head teacher counter parts.

Table 3 further indicates that, 3(2.22%) and 1(1.72%) of teachers and principals respectively had second degree. Whereas, the majority 129(95.55%) of teachers, 13(92.8%) school principals and 18(85.7%) PTA had first degree. Yet, the education and training policy suggests that teachers and school principals at the secondary schools level ought to have a minimum of first degree (MOE 2010). The implication, thus, is that these teachers and school principals were in a position to provide the required level of quality training and might have a better understanding of the issue under investigation and in turn might provide adequate and right responses to the items presented to them.

Item number 4 of Table 3 shows 33(27.4%), 1(7.16%) and 5(23.8%) of teachers, school principals and PTA respectively have 1 to 4 years work experience. Whereas, 39(28.88%), 8(57.1%), and 6(28.6%) of teachers, school principal and PTA respectively had 5 to 8 years work experience. The rest 54(40%) of teacher, 5(35.7%) school principal and 10(47.62%) PTA had above 9 years services. The data implies that, the majority of respondents experience was above four years. This shows that, they had a relatively better and deep understanding of the practices of SBM and various programs carried out in schools including SIP, TDP and other program. This in turn might enable them to provide genuine and correct

responses to the questions presented to them. Besides, they might be in good stand to identify those major problems observed in the practices of SBM.

Regarding the area or subject specialization item number 5 in Table 3 shows that, only 2(14.3%) of the school principals took leadership training (EdPM course). The rest school principals 12(85.7%) were qualified in different subjects for teaching. The education and training policy suggests that school principals at the secondary schools level have to take leadership training (MOE 2010). The implication, thus, is that these school principals 12(85.7%) have no adequate skill and knowledge to practice SBM they might face a challenges. Supporting this (Caldwell, 2005) suggested that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the principal.

Therefore, it would be possible to suggest that respondents possess relatively adequate qualification, ages and experiences to understand the questionnaires and give appropriate information for the study.

4.2 The Practices of SBM on Independent Variables

The basic principle around SBM is that giving school-level actors more autonomy over school affairs will result in school improvement as they are in a better position to make decisions to meet school needs in a more efficient manner. Only recently SBM has been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability (Malen, Ogawa and Kranz 1990).

Many SBM studies and reviews on how school SBM works (David,1989;Hill and Bonan, 1991) concluded that decentralized management work when four components are decentralized to serve delivery/production unit: power (i.e., authority over budget and personnel), knowledge (i.e., the skills and knowledge needed to engage in high involvement management and new forms of service provision),information (i.e., data about the performance of the organization and student outcome data such as content area achievement, graduation rates, participations rates, course taking patterns; and detailed schools based

revenue and expenditure and so on ...), and rewards (i.e., a knowledge and skills based compensation structure, organization wide bonuses for accomplishing goals, recognition of individuals for better contribution, evaluation system and gain sharing programs for either accomplishing goals or reducing costs).

The literature reviews on the innovation areas of school based management research shows that, in addition to these elements of the high-involvement model, which these four conditions along with three other factors seemed to be associated with the effective practices of SBM. These are, an instructional guidance system, leadership, and resources (cf. Murphy; Wohlstetter & Briggs, 1994); Robertson et al. (1995); and Di Gropello (2006).

Therefore, in this section the practices of SBM were assessed on focusing the following conditions supporting school based management variables; the four key elements of *high-involvement model* and *how school SBM works*; power, knowledge, information, rewards, and the three key *innovation* areas of SBM practices; instructional guidance, leadership, and resource and community participations.

In each of the above school based management variables teachers and SBM members i.e. school principals and PTA members were asked to rate the degree to which the practices of SBM was carry out. Their response insight was obtained using a five point Likert type items having a scale ranging from a low value of one to a high value of five. The scale embraces a number of dimensions defined in terms of a five point scale: Very low (1), Low (2), Average (3), High (4), and Very high (5). The range was aimed at capturing the intensity of respondents' feelings for a given item. Analysis was made using descriptive summary statistics for individual variables such as number of cases, percentages, mean, and standard deviation. Mean scores from data analysis were also interpreted based on the terms of reference forwarded by Fowler (1996) as indicated below:

The lowest level, one represents poor, well below minimum standards for the dimension in question. Point three represents moderate or tolerable quality, while the top level, five represents very high quality. Values from two to four would be a normally expected operating range. A value of two, however, would represent a clear deficit for a specific

dimension, though not as grossly deficient as the lowest value of one. From four (inclusive) to five, would be definitely above average. Precisely, for the purpose of interpretation, the mean scores were treated as: 0.05-1.49(very low), 1.5-2.49(low), 2.5-3.49(average/moderate), 3.5-4.49(high), and 4.5 and above (very high). Moreover, frequency and percentage distribution of respondents response insight obtained using a five point Likert type items having a scale ranging from a low value of one to a high value of five, for the purpose of farther interpretation treated as: value 1 very low and value 2 low considered as low result, value 3 considered as medium result, and value 4 high and value 5 very high considered as high result. In a similar way, value 1 strongly disagrees and value 2 disagrees considered as disagree, value 3 considered as partial agree, and value 4 agree and value 5 strongly agree considered as agree. The results are presented and analyzed as follows.

4.2.1 SBM Practices of Power

SBM policy first needs to decentralize powers to schools (David, 1989; Hill and Bonan, 1991). Power is to make decisions that influence organizational practices, policies and directions; it is also defined as control over budget, personnel and curriculum. Accordingly, as clearly explained in ESDP IV and the SIP (MOE 2010a), the school principals is responsible for managing and controlling the human, curriculum and instructions, financial and material resources of the school. Hence, teachers and SBM members were asked about the extent to which schools are practiced Power in secondary schools. The results are presented and analyzed in Table 4 below.

Table 4.1 Respondents Views about SBM Practices of Power

No	Items The extent to which...	Respo ndent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Low		Medium		High		M	SD	p- value
				F	%	F	%	F	%			
1	school have influence on decisions related to curriculum and instructions	Tea.	135	26	19.3	67	49.6	42	31.1	3.13	.910	.816
		SBM	35	8	22.8	15	42.9	12	34.1	3.09	.919	.818
2	school have influence on decisions related to personnel (to hire and fire teachers and supporting staff)	Tea.	135	35	25.9	59	43.7	41	30.9	3.00	1.007	.651
		SBM	35	9	25.7	13	37.1	13	37.1	3.09	.951	.641
3	school have influence on decisions related to budget	Tea.	135	46	34.1	44	32.6	45	33.3	3.00	1.153	.008
		SBM	35	7	20	7	20	21	60	3.60	1.265	.014
4	School principal has autonomy to overall school activities	Tea.	135	22	16.3	56	41.5	57	42.2	3.30	1.017	.008
		SBM	35	1	2.9	13	37.1	21	60	3.80	.833	.004
5	School principal has the capacities to carry out teacher monitoring and evaluation	Tea.	135	19	14	52	38.5	64	47.4	3.38	.937	.002
		SBM	35	2	5.7	7	20	26	74.3	3.91	.818	.001
6	school has adopted the use of shared decision making with, that is, teams of teachers to take responsibility	Tea.	135	32	23.7	37	27.4	68	48.9	3.33	1.119	.002
		SBM	35	2	5.8	6	17	27	77.2	3.97	.923	.001
7	school principal has encourage and empower staff to take risks	Tea.	135	29	21.5	55	40.7	51	37.8	3.16	.987	.000
		SBM	35	4	11.4	6	17.1	25	71.5	4.03	1.043	.000
8	How active are the teachers in decision making?	Tea.	135	21	15.5	61	45.2	53	39.3	3.26	.906	.038
		SBM	35	-	-	17	48.6	18	51.4	3.60	.651	.014
9	How active are the members of the community in decision making?	Tea.	135	46	34.1	49	36.3	40	29.6	2.93	.975	.075
		SBM	35	7	20	15	42.9	11	37.1	3.26	.980	.080
10	How active are the school principals in decision making and the development of school policies?	Tea.	135	25	18.6	53	39.3	57	42.2	3.28	1.034	.005
		SBM	35	4	11.4	7	20	24	68.6	3.83	.954	.004

Key: t = t-test for equality of means df = degree of freedom significant at $\alpha = .05$ level.

N= number of respondents SD= standard deviation p-value = Sig. (2-tailed) test

Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.

Frequency (F) and percentage% distributions for likert scale rating value 1 very low and value 2 low = low result, value 3= medium result, and value 4 high and value 5 very high = high result.

As indicated in item 1 of table 4, the two groups of respondent were asked the extent to which school have influence on decisions related to curriculum and instructions. The respondents rated the issue similarly. The mean score for teachers ($M=3.13$, $SD=.91$) and SBM ($M=3.09$, $SD=.92$) revealed that the school influence on decisions related to curriculum and instructions are moderate. The percentage score also illustrate the majority of respondents reported that, the school influence on decisions related to curriculum and instructions are medium. Teachers reported as; 26(19.3%) low, 76(49.6%) medium, and 42(31.1%) high and while, SBM members reported; 8(22.8%) low, 15(42.9%) medium, and 12(34.1%) high.

Similarly, the data obtained from the interview conducted with KETB and PTA revealed that, in secondary schools there is school based supervision committee with a members of school vice principals and department head teachers. This supervision committee supervises and control the teaching learning process held at natural setting i.e.in class room and at the end of supervision comment, suggestion, and constructive idea for improvement given on instructions. In addition two PTA head from two schools PTAs2 and PTAs3 reported as follows:

In our school 2 or (PTAs2) in 2004 one big problem faced the school in teaching learning process with one teacher. The problem within the teacher was lack of knowledge of subject and teaching methodology. This school based supervision committee identifies the problem and make decision and take a measure with SBM members on teacher to stop teaching learning in secondary schools.

In the same way, the same problem in school 3 (PTAs3) faced in 2005 and the same measure was taken. In addition in study schools also there is a committee of curriculum and instructions that evaluate curriculum and instructions.

The computed value of independent samples test $t(168) = .233$ and $p\text{-value} = .816 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 1 (meaning the difference in means is likely due to chance or sampling error). The implication, thus, is that schools have strong an opportunity to influence on decisions related to curriculum and instructions.

With regard to item 2 of Table 4, the two groups of respondents rated similarly concerning the extent to which school have influence on decisions related to personnel (to hire and fire teachers and supporting staff). The mean scores for teachers and SBM members respectively ($M=3.00$, $SD = 1.00$ and $M= 3.09$, $SD=.95$) revealed that school influence on decisions related to personnel practice are moderate. The percentage score also confirm that, school influence on decisions related to personnel the majority of respondents reported medium. Teachers reported as; 35(25.9%) low, 59(43.7%) medium, and 12(34.1%) high and whereas, SBM members reported; 9(25.7%) low, 13(37.1%) medium, and 13(37.1%) high. Regarding this, data obtained from school personnel recruitment document analysis and interview indicated that majority of the secondary schools of study area can hire and fire supportive personnel like school guard and cleaner worker.

The independent samples t test result has also revealed no significant perception difference among the respondents ($t (168) =-.454$, $p\text{-value} = .651 > .05$ at $\alpha = .05$ level) as regards the item (meaning the difference in means is likely due to chance or sampling error). Therefore, it is possible to suggest that, all secondary schools have good experience on decisions related to personnel (to hire and fire).

In item number 3 of the same Table, respondents were asked to indicate the extent to which school have influence on decisions related to budget. Teachers and SBM agreed that schools had experience of influence on decisions related to budget ($M=3.00$, $SD=1.15$ moderate and $M=3.60$, $SD=1.26$ high) practices respectively. The percentage score also show that, school influence on decisions related to budget the majority respondents of SBM reported high due to frequently practices on this issue. Teachers reported as; 46(34.1%) low, 44(32.6%) medium, and 45(33.3%) high and whereas, SBM members reported; 7(20%) low, 7(20%) medium, and 21(60%) high.

Concerning this, data obtained from document analysis and interview indicate that secondary schools have power on decisions related to budget that collected from contribution of community and budgets obtained from funds like school grant over its operation and expenditures. But they have limited power on budget obtained from government treasury over its operations, which is the power of WEO on its decision. The result of independent

samples test $t(168) = -2.689$, $p\text{-value} = .641 > .05$ at $\alpha = .05$ level illustrated that there is no significant difference among the two groups of respondents (meaning the difference in means is likely due to chance or sampling error). Hence, one can recognize from the discussion that the practices of secondary schools to influence on decisions related to budget was significantly observable.

As depicted in item 4 of Table 4, the two groups of respondents rated differently concerning the extent to which School principal has autonomy to overall school activities. The ratings of teachers with mean value ($M=3.30$, $SD=1.01$) moderate and SBM members with mean value ($M=3.80$, $SD=.83$) high. The percentage score also confirm that, School principal autonomy to overall school activities the majority of respondents reported high. Teachers reported as; 22(16.3%) low, 56(41.5%) medium, and 57(42.2%) high and whereas, SBM members reported; 1(2.9%) low, 13(37.1%) medium, and 21(60%) high. This implies that, teachers and SBM reveal their agreement about school principal has full autonomy to overall school activities.

Concerning this, data obtained from interview indicated that majority of the secondary schools of study area have fully autonomous with authority over every educational and personnel matter to some restrictive on financial or budget obtained from government treasure, that is the authority of WOE on its operations. The analysis of (independent samples test $t(168) = -2.993$, $p\text{-value} = .004 < .05$ at $\alpha = .05$ level) shows that there is significant difference among the mean scores of the study groups (meaning there is in fact a statically significant difference in the means and it is not due to sampling error). Therefore, it is possible to propose that School principal independence to overall school activities is moderate.

As can be seen item 5 of Table 4, the two groups of respondent were asked the extent to which School principal has the capacities to carry out teacher monitoring and evaluation. The respondents rate the issue differently. The mean score for teachers ($M=3.38$, $SD=.94$) reveal that School principal capacities to carry out teacher monitoring and evaluation is moderate. While, SBM members reported as high ($M=3.91$, $SD=.82$). The percentage scored also illustrates that, School principal capacities to carry out teacher monitoring and evaluation the

majority of respondents reported high. Teachers reported as; 19(14%) low, 52(38.5%) medium, and 64(47.4%) high and while, SBM members reported; 2(5.7%) low, 7(20%) medium, and 26(74.3%) high. On the other hand, the analysis of (independent samples test $t(59.35) = -3.35$, $p\text{-value} = .001 < .05$ at $\alpha = .05$ level) shows that there is significant difference among the mean scores of the study groups (meaning there is in fact a statically significant difference in the means and it is not due to sampling error). Therefore, it is possible to put forward that, the school principal's practices to carry out teacher monitoring and evaluation are exercised adequately but it needs to give some support and assistance for teachers.

With regard to item 6 of Table 4 above, the two groups of respondents rated differently concerning the extent to which school has adopted the use of shared decision making with, that is, teams of teachers to take responsibility. Accordingly, teachers ($M=3.33$, $SD=1.12$) indicate that teachers participation in school shared decision making was moderate. However, SBM members' response ($M=3.97$, $SD=.92$) revealed that use of shared decision making with teams of teachers to take responsibility was reasonably (highly) practiced.

The percentage score also confirm that, school adopted the use of shared decision making the majority of respondents reported high. Teachers reported as; 32(23.7%) low, 37(27.4%) medium, and 68(48.9%) high and whereas, SBM members reported; 2(5.8%) low, 6(17%) medium, and 27(77.2%) high. Data obtained from open ended question and interview also suggested that the participation of teachers in school decision making was not sufficiently practiced as expected. On the other hand, the analysis of (independent samples test $t(62.51) = -3.32$, $p\text{-value} = .001 < .05$ at $\alpha = .05$ level) shows that there is significant difference among the mean scores of the study groups regarding item number 6 (meaning there is in fact a statically significant difference in the means and it is not due to sampling error). Therefore, it is possible to suggest that, practices of shared decision making are inadequate.

With regard to item 7 of Table 4 above, the two groups of respondents also rated differently concerning the extent to which school principal has encourage and empower staff to take risks. Accordingly, teachers ($M=3.16$, $SD=.98$) indicate that school principal encourage and empower staff to take risks was moderate. However, SBM members' response ($M=4.03$, $SD=1.04$) revealed that school principal encourage and empower staff to take risks was

reasonably (highly) practiced. The percentage score also illustrates that school principal encouraging and empowering staff to take risks, most respondents of teachers rated medium and SBM members rated high. Teachers reported as; 29(21.5%) low, 55(40.7%) medium, and 51(37.8%) high and while, SBM members reported; 4(11.4%) low, 6(17.1%) medium, and 25(71.5%) high.

Data obtained from interview also suggested that teachers are empowered in different departments and committees to make decisions and to accountable on it. On the other hand, the analysis of (independent samples test $t(50.91) = -4.42$, $p\text{-value} = .000 < .05$ at $\alpha = .05$ level) shows that there is significant difference among the mean scores of the study groups regarding item number 7 (meaning there is in fact a statically significant difference in the means and it is not due to sampling error). The implication, thus, practices to encourage and empower staff to take risks in secondary school is satisfactory.

As can be observed in item 8 of Table 4, teachers, and SBM members were requested how active are the teachers in decision making being practiced. To this end, teachers confirmed moderate of such practice with the mean value $M=3.26$, $SD=.90$ and SBM members confirmed teachers are active in decision making practiced high with the mean value $M=3.60$, $SD=.65$. The percentage score also show most respondents of teachers rated medium and SBM members rated high. Teachers reported as; 21(15.5%) low, 61(45.2%) medium, and 53(39.3%) high and while, SBM members reported; 0(0%) low, 17(48.6%) medium, and 18(51.4%) high.

In this regard, the independent samples test result $t(168) = -2.53$, $p\text{-value} = .075 > .05$ at $\alpha = .05$ level) implies that, there is no significant difference among the two groups of respondents (meaning the difference in means is likely due to chance or sampling error). On the other hand, data gathered from interview question replied that majority of secondary school teachers are marginal in school decision making were lack of collaborative culture due to the reason that, teachers are reluctant and others may overloaded with routine works and school leaders are not provided opportunity for others to participate in school decision making.

Item number 9 of Table 4, respondents were asked to indicate their perception whether the members of the community are active in decision making or not. In view of that, the mean scores of each respondents fall between 2.5 and 3.49. The percentage score also confirm that, most respondents reported medium. Teachers reported as; 46(34.1%) low, 49(36.3%) medium, and 40(29.6%) high and whereas, SBM members reported; 7(20%) low, 15(42.9%) medium, and 11(37.1%) high. This implies that, the practices of secondary schools in encouraging the community to participate in the school decision making are moderate. The computed value analysis of independent samples test $t(168) = -1.790$, $p\text{-value} = .075 > .05$ at $\alpha = .05$ level) with $SD = .97$ and $SD = .98$ respectively reveals that there is no significant difference among the two groups of respondents (the difference in means is likely due to chance or sampling error).

Furthermore, the information obtained from interview shows that there is weak relationship between school and school community. This is due to lack of awareness from school community, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the school community to participate across the full range of school decision. The respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

The data corresponding to item 10 of Table 4, respondents were asked to indicate their perception whether the school principals are active in decision making and the development of school policies or not. Accordingly, secondary school teachers and SBM members with mean value $M = 3.28$, $SD = 1.03$ moderate and $M = 3.83$, $SD = .95$ high respectively mentioned their agreement on how active are the school principals in decision making and the development of school policies. The percentage score also verify that, most respondents reported high. Teachers reported as; 25(18.6%) low, 53(39.3%) medium, and 57(42.2%) high and whereas, SBM members reported; 4(11.4%) low, 7(20%) medium, and 24(68.6%) high. This implies that it was common practice in secondary schools of the study area school principals to practice decision making and development of school policies.

The calculated value of independent samples test $t(56.52) = -2.97$, $p\text{-value} = .004 < .05$ at $\alpha = .05$ level suggest that, there is a significant difference among the two groups of respondents.

Hence from the result above it is possible to conclude that, school principals full range of school decision making and the development of school policies is limited. Furthermore, the information obtained from interviewee shows that there is a mutual agreement between academic staff, supporting staff, and students to develop school policies and to practices it.

4.2.2 SBM Practices of Knowledge and Skills

Under SBM, three kinds of knowledge and skills are important and SBM paid attention to all three Di Gropello (2006). First, if stakeholders are to be able to contribute knowledgeably to decisions about school improvements, then they need training to expand their knowledge about the instructional and programmatic changes of schools, including current knowledge about teaching, learning and curriculum. He also affirms that SBM has prioritized school quality like teacher and school effort, as well as attended to learning materials, teachers skills, pedagogical innovation all resulting in limited potential impact of SBM on the quality of education and learning.

Secondly, people at the school site need teamwork skills for participating in work groups and training in group decision-making and how to reach consensus. If people other than the principal are running meetings, then leadership training is needed school-wide, so that people have the skills to run meetings effectively.

Finally, where teachers and community representatives are expected to assist in developing a budget, they need organizational knowledge which includes budgeting and personnel skills. Accordingly, Caldwell, (2004) suggest that, capacity building at the local level is one of the reasons for the effective implementation of SBM. Teachers, principals and other school leaders need to build their capacity to perform their new roles in the restructured school operation.

Hence, teachers and SBM members were asked about the extent to which the Knowledge and skills activities were practiced in secondary schools. The results are presented and analyzed in Table 5 below.

Table 5.1 Respondents Views about School Principal Practices of Knowledge and Skills

No	Items	Respondent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Disagree		Partial Agree		Agree		M	SD	p-value
				F	%	F	%	F	%			
1	School principals organize and support induction programs for beginner or new teachers in the school	Tea.	135	26	19.2	37	27.4	72	53.3	3.38	1.132	.020 .007
		SBM	35	1	2.9	12	34.3	22	62.8	3.86	.845	
2	School principals contribute to enhance professional competence of teachers by providing latest information on teaching strategies	Tea.	135	42	31.1	39	28.9	54	40	3.04	1.168	.002 .001
		SBM	35	4	11.4	8	22.9	23	65.7	3.69	.867	
3	School principals facilities situations for teachers to try out new ideas relevant with sharing good teaching practice	Tea.	135	38	28.2	43	31.9	54	40	3.07	1.173	.000 .000
		SBM	35	4	11.4	6	17.1	25	71.4	3.91	.981	
4	School principals organize short term trainings, workshops, seminars and other programs to create a spirit of cooperative working atmosphere	Tea.	135	62	45.9	35	25.9	38	28.1	2.70	1.228	.000 .000
		SBM	35	3	8.6	11	31.4	21	60	3.69	.867	
5	School principals have the knowledge and skills in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan	Tea.	135	21	15.6	45	33.3	69	51.1	3.41	.949	.109 .037
		SBM	35	1	2.9	10	28.6	24	68.6	3.69	.583	
6	School principals have the knowledge and skills in evaluating teaching learning process and reviewing and analyzing data on school performance	Tea.	135	5	3.7	44	32.6	86	63.7	3.68	.676	.169 .162
		SBM	35	2	5.7	4	11.4	29	82.9	3.86	.648	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.

Frequency (F) and percentage% distributions for likert scale rating value 1strongly disagree and value 2 Disagree = Disagree, value 3 = moderately agree, and value 4 Agree and value 5 strongly agree = Agree.

As indicated in item 1 of Table 5, the two groups of respondents were asked whether the School principals organize and support induction programs for beginner or new teachers in the school or not. The respondents rated the issue differently. The mean score for teachers ($M=3.38$, $SD=1.13$) revealed that principals are moderately organize and support induction programs for beginner or new teachers. While, SBM members reported as ($M =3.86$, $SD=.84$) principals are highly organize and support induction programs for beginner or new teachers. The percentages score also verify that, most respondents reported agreed about School principals organize and support induction programs for beginner or new teachers. Teachers reported as; 26(19.2%) disagreed, 37(27.4%) moderately agreed, and 72(53.3%) agreed and whereas, SBM members reported; 1(2.9%) disagreed, 12(34.3%) moderately agreed, and 22(62.8%) agreed.

Similarly, the data obtained from the interview conducted with KETB revealed that almost all beginners' teachers take indication program well while, this program were weak for experienced teachers. The computed value of independent samples test $t(69.19) = -2.77$, $p\text{-value} = .007 < .05$ at $\alpha = .05$ level indicates that there is a mean significant difference among the two groups of respondents regarding item 1 (there is in fact a statically significant difference in the means and it is not due to sampling error). The implication, thus, the practices of professional's development within beginner teachers need more support for better results.

As it is revealed in item 2 of Table 5, the rating of teachers and SBM members ($M=3.04$, $SD=1.17$ moderate and $M=3.69$, $SD=.87$ high respectively) show their difference over the issue that School principals contribute to enhance professional competence of teachers by providing latest information on teaching strategies. The percentage score also verify that, there is a respondent response difference over the issue. Teachers reported as; 42(31.1%) disagreed, 39(28.9%) moderately agreed, and 54(40%) agreed and while, SBM members reported; 4(11.4%) disagreed, 8(22.9%) moderately agreed, and 23(65.7%) agreed. This implies that, the schools principals were not highly adequate to contribute and enhance professional competence of teachers by providing latest information on teaching strategies.

The analysis of independent samples test $t(69.63) = -3.65$, $p\text{-value} = .001 < .05$ at $\alpha = .05$ level revealed that there is a significant difference among the mean scores of the study groups. The interview result indicates that, the activity adequately practiced but it needs more effort of principals to enhance professional competence of teachers. The finding is consistent with (MOE, 2007b) states that, the school principal should provide management and professional competency training for teachers and staff members and support them to take responsibility for the school improvement plan.

As can be observed in item 3 of Table 5, respondents were asked to indicate their agreement on School principal facilities situations for teachers to try out new ideas relevant with sharing good teaching practice. Consequently, teachers and SBM members expressed their agreement ($M = 3.07$, $SD = 1.73$ moderate and $M = 3.91$, $SD = .98$ high respectively). The percentage score also verify that, most respondents reported agreed. Teachers reported as; 38(28.2%) disagreed, 43(31.9%) moderately agreed, and 54(40%) agreed and whereas, SBM members reported; 4(11.4%) disagreed, 6(17.1%) moderately agreed, and 25(71.4%) agreed. This is also an indication that the schools' effort in promoting and facilitating situations for teachers to try out new ideas relevant with sharing good teaching practice is fairly moderate. The result of independent samples test $t(61.70) = -4.36$, $p\text{-value} = .000 < .05$ at $\alpha = .05$ level shows that there is a significant difference among the mean scores of the two groups of respondents. Thus, it is safe to suppose that schools in the study area devote enough attention in searching for new ideas relevant with sharing good teaching practice.

As it is revealed in item 4 of Table 5, respondents were asked to indicate their agreement on School principals organize short term trainings, workshops, seminars and other programs to create a spirit of cooperative working atmosphere. Consequently, teachers and SBM members are uncertain about whether adequate training was given to create a spirit of cooperative working atmosphere. Accordingly, teachers expressed their agreement ($M = 2.70$, $SD = 1.23$) moderate and SBM members ($M = 3.69$, $SD = .87$) highly. The percentage score also verify that, there is a respondent response difference over the issue. Teachers reported as; 62(45.9%) disagreed, 35(25.9%) moderately agreed, and 38(28.1%) agreed and while, SBM members reported; 3(8.6%) disagreed, 11(31.4%) moderately agreed, and 21(60%) agreed.

The calculated independent samples test $t(73.55) = -5.43$, $p\text{-value} = .000 < .05$ at $\alpha = .05$ level also depicted that there is a mean significant difference among the two groups of respondents about the issue. On the other hand, data obtained from interview conducted with KETB indicated that trainings, workshops, seminars and other programs given by school principals is not adequate for staff. This implies that, training given by secondary school principals in order to enhance their capacity and to create a spirit of cooperative working atmosphere is inadequate.

In item 5 of Table 5 respondents showed their agreement concerning School principals knowledge and skills in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan. Accordingly, teachers ($M=3.41$, $SD=.95$) reported that knowledge and skills of school principals in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan is moderate, while SBM members ($M= 3.69$, $SD=.58$) indicate that the issue is reasonably practiced. The percentage score also confirm that, most respondents reported agreed. Teachers reported as; 21(15.6%) disagreed, 45(33.3%) moderately agreed, and 69(51.1%) agreed and whereas, SBM members reported; 1(2.9%) disagreed, 10(28.6%) moderately agreed, and 24(68.6%) agreed.

On the other hand, the data obtained from interview reveals that, the participation of stakeholders in school planning and organizing are not as expected which might be due to lack of willingness and commitment. One teacher from KETBs3 member reported as “our school most of the time face a shortage budget, this is due to planning budget to obtain from different source and monitoring it. On the other hand one problem of our school principal to manage the budget obtained from government treasure, to know, follow-up, and use it for planned expenditure.” The independent samples test $t(168) = -1.609$, $p\text{-value} = .109 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the response of the two groups of respondents regarding item number 5. Therefore, from the above empirical data it is possible to say that, this activity is sufficiently exercised with some gap of knowledge and skills of school principals at the school level.

As it is revealed in item 6 of Table 5, respondents showed their conformity regarding School principals knowledge and skills in evaluating teaching learning process and reviewing and

analyzing data on school performance. Accordingly, teachers ($M=3.68$, $SD=.67$) reported that knowledge and skills of school principals in evaluating teaching learning process and reviewing and analyzing data on school performance is high, while SBM members ($M= 3.86$, $SD=.65$) indicate that the issue is practically practiced. The percentage result also confirms that, most respondents reported agreed. Teachers reported as; 5(3.7%) disagreed, 44(32.6%) moderately agreed, and 86(63.7%) agreed and whereas, SBM members reported; 2(5.7%) disagreed, 4(11.4%) moderately agreed, and 29(82.9%) agreed. On the other hand, the data obtained from interview reveals that, the practices of school principal in evaluating teaching learning process and reviewing and analyzing data on school performance are not as expected which might be due to lack of knowledge, skill and experience, and work load.

The independent samples test $t(168) = -1.381$, and $p\text{-value} = .169 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the response of the two groups of respondents regarding item number 7. Therefore, from the result above it is possible to say that, this activity is sufficiently exercised with the some gap of knowledge and skills of school principals at the school level.

4.2.3 SBM Practices of Information

Schools need to have information about their organization, its classrooms and academic departments, and about how the organization fits into the overall district system Guthrie (1986), Hill and Bonan (1991), and Wohlstetter and Buffet (1992). Such information includes a wide array of student outcome data such as content area achievement, graduation rates, participations rates, course taking patterns; and so on. Education information also includes detailed schools based revenue and expenditure data by program and student, which is rarely available in any district, including SBM districts. Principals in SBM schools used a variety of strategies to share information among participants, particularly at the school site. Hence, teachers and SBM members were asked about the extent to which school information regularly disseminated internally and externally were practiced in secondary schools. The results are presented and analyzed in Table 6 below.

Table 6.1 Respondents Views about SBM Practices on Information

No	Items	Respondent	N	Frequency (F) and percentage%						Independent sample t test		
				Low		Medium		High		M	SD	p-value
				F	%	F	%	F	%			
1	The extent to which school information about school goals, mission, and vision regularly disseminated internally and externally	Tea.	135	26	19.2	60	44.4	49	36.3	3.17	.894	.135 .153
		SBM	35	6	17.1	13	37.1	16	45.7	3.43	.948	
2	The extent to which school information about school performance regularly disseminated internally and externally	Tea.	135	27	20	54	40	54	40	3.21	.909	.043 .057
		SBM	35	4	11.5	12	34.3	19	54.2	3.57	.979	
3	The extent to which school information about school /SBM activities regularly disseminated internally and externally	Tea.	135	32	23.7	63	46.7	40	29.6	3.04	.845	.000 .001
		SBM	35	6	17.1	6	17.1	23	66.7	3.66	.968	
4	The extent to which information about research /innovations taking place elsewhere regularly disseminated internally and externally	Tea.	135	54	40	49	36.3	32	33.7	2.46	.710	.051 .029
		SBM	35	8	22.9	15	42.9	12	34.3	2.48	.572	
5	The extent to which information about student outcome data such as content area achievement, graduation rate dropout rates, regularly disseminated internally and externally	Tea.	135	29	21.5	39	28.9	67	49.7	2.90	.756	.056 .058
		SBM	35	5	14.3	9	25.7	21	60	3.17	.747	
6	The extent to which school information about detailed schools based revenue and expenditure data by program and student, regularly disseminated internally and externally	Tea.	135	35	25.9	49	36.3	51	37.8	2.44	.691	.003 .000
		SBM	35	1	2.9	17	48.6	17	48.6	2.47	.404	
7	The extent to which school staffs surveyed for input to guide school decisions	Tea.	135	32	23.7	52	38.5	51	37.8	3.17	.951	.105 .118
		SBM	35	6	17.2	9	25.7	20	57.2	3.47	.992	
8	The extent to which students surveyed for input to guide school decisions	Tea.	135	32	23.7	49	36.3	54	40	2.83	.787	.054 .045
		SBM	35	5	14.3	10	28.6	20	57.1	3.11	.718	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.
 Frequency (F) and percentage% distributions for likert scale rating value 1 very low and value 2 low = low result, value 3= medium result, and value 4 high and value5 very high = high result.

As indicated in item 1 of table 6, the two groups of respondent were asked the extent to which school information about school goals, mission, and vision regularly disseminated internally and externally. The respondents rated the issue similarly. The mean score for teachers ($M=3.17$, $SD=.89$) and SBM members ($M =3.43$, $SD=.95$) revealed that the school goals, mission, and vision regularly disseminated internally and externally are moderate. The percentage score moreover show the majority respondents of teachers rated medium and SBM members rated high. Teachers reported as; 26(19.2%) low, 60(44.4%) medium, and 49(36.3%) high and while, SBM members reported; 6(17.1%) low, 13(37.1%) medium, and 16(45.7%) high. Similarly, the data obtained from the interview conducted with teacher of KETB members revealed that almost all stakeholders have clear ideas about the school goals, mission, and vision.

The computed value of independent samples test $t(168) = -1.50$ and $p\text{-value} = .135 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 1. The implication, thus, is that school information about school goals, mission, and vision regularly disseminated internally and externally as open system organizations.

With regard to item 2 of Table 6, the two groups of respondents rated differently concerning the extent to which school information about school performance regularly disseminated internally and externally. The mean scores for teachers ($M=3.21$, $SD=.91$) moderate and SBM members ($M= 3.57$, $SD=.98$) revealed that school information about school performance regularly disseminated internally and externally practice are high. The percentage score also verify that, there is a respondent response difference over the issue. Teachers reported as; 27(20%) low, 54(40%) medium, and 54(40%) high and while, SBM members reported; 4(11.5%) low, 12(34.3%) medium, and 19(54.2%) high. Regarding this, data obtained from interview indicated that majority of the secondary schools dissemination of information about student and teachers 'high performer was carry out by preparing posters consisting lists of individual's publicize and reward were given by school community.

The independent samples t test result has also revealed no significant perception difference among the respondents ($t(168) = -1.95$, $p\text{-value} = .057 > .05$ at $\alpha = .05$ level) as regards the

item. Therefore, it is possible to state that, all secondary schools have good experience on dissemination of information about school performance.

As can be observed in item 3 of Table 6, respondents were asked to indicate their agreement on the extent to which school information about school /SBM activities regularly disseminated internally and externally. Consequently, teachers and SBM members expressed their agreement (M= 3.04, SD=.84 moderate and M=3.66, SD=.97 high respectively). The percentage score as well show the majority respondents of teachers rated medium and SBM members rated high. Teachers reported as; 32(23.7%) low, 63(46.7%) medium, and 40(29.6%) high and while, SBM members reported; 6(17.1%) low, 6(17.1%) medium, and 23(66.7%) high. Similarly, the data obtained from the interview conducted with teacher of KETB members and PTA head revealed that there is a shortage of dissemination of information about SBM decisions and activities within school community. The result of independent samples test $t(48.28) = -3.42$, $p\text{-value} = .001 < .05$ at $\alpha = .05$ level shows that there is a significant difference among the mean scores of the two groups of respondents. Thus, it is safe to suppose that schools in the study area devote a little attention about dissemination of information of SBM practices.

Item number 4 in Table 6 is designed to obtain information from respondents about the extent to which information about research/innovations taking place elsewhere regularly disseminated internally and externally. The rating of teachers, SBM members were M=2.46, SD=.71 and M=2.48. SD=.57 respectively. The percentage result also illustrates the majority respondents of teachers rated low and SBM members rated medium. Teachers reported as; 54(40%) low, 49(36.3%) medium, and 32(33.7%) high and while, SBM members reported; 8(22.9%) low, 15(42.9%) medium, and 12 (34.3%) high. This indicates that the dissemination of information about research/innovations taking place elsewhere practices is low.

In addition to this, data obtained from interview one teacher KETB members (KETBs2) she revealed as follows. "According to my school last year and this year 3-4 research were done by school teachers in different topics. But the researches finding and its action plan was not discussed by school administrative and academic staff just its hard part put on shelf." Also

there is no significant difference among the two groups of respondent independent samples test $t(168) = -1.96$, $p\text{-value} = .051 > .05$ at $\alpha = .05$ level concerning the issue. This implies that, the dissemination of information about the practices of research/innovations taking place elsewhere in secondary schools of study enough attention were not given.

As indicated in item 5 of Table 6, the two groups of respondent were asked the extent to which information about student outcome data such as, content area achievement, graduation rate dropout rates, regularly disseminated internally and externally. The respondents rated the issue similarly. The mean score for teachers ($M=2.90$, $SD=.75$) and SBM members ($M=3.17$, $SD=.75$) revealed that the student outcome data such as content area achievement, graduation rate dropout rates, regularly disseminated internally and externally are moderate. The percentage score also show the majority respondents of teachers and SBM members rated high. Teachers reported as; 29(21.5%) low, 39(28.9%) medium, and 67(49.7%) high and whereas, SBM members reported; 5(14.3%) low, 9(25.7%) medium, and 21(60%) high.

Similarly, the data obtained from the interview conducted with teacher of KETB members revealed that there is lack of transparency of school principals to report the rate of dropout and rate of class repetition to hide their performance weakness. The computed value of independent samples test $t(168) = -1.92$ and $p\text{-value} = .056 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 5. Therefore, from the result above it is possible to say that, this activity is not sufficiently and transparently practiced in secondary schools of study area.

As can be observed in item 6 of Table 6, respondents were asked to indicate their agreement on the extent to which school information about detailed school based revenue and expenditure data by program and student, regularly disseminated internally and externally. Consequently, teachers and SBM members expressed their agreement ($M= 2.44$, $SD=.69$ and $M=2.47$, $SD=.40$) which is low practices. The percentage result also shows there is a respondent's response difference of the issue. Teachers reported as; 35(25.9%) low, 49(36.3%) medium, and 51(37.8%) high and whereas, SBM members reported; 1(2.9%) low, 17(48.6%) medium, and 17(48.6%) high.

Similarly, the data obtained from document analysis and interview conducted with teacher of KETB members and PTA head revealed regarding the school grant budget, schools has no problems on its detailed schools based revenue and expenditure. But the main problem was on block grant and school internal revenue. Concerning the block grant budget WEO and schools has no transparency on its total budget planned and its expenditure. In the same way, within schools also lack of transparency on school based revenue and expenditure. The result of independent samples test $t(91.76) = -4.13$, $p\text{-value} = .000 < .05$ at $\alpha = .05$ level shows that there is a significant difference among the mean scores of the two groups of respondents. Thus, it is safe to suppose that schools in the study area their practice on dissemination of school information about detailed schools based revenue and expenditure were low and has lack of transparency.

With regard to item 7 of Table 6, the two groups of respondents rated similarly concerning the extent to which school staffs surveyed for input to guide school decisions. The mean scores for teachers and SBM members respectively ($M=3.17$, $SD=.95$ and $M= 3.47$, $SD=.99$) revealed that school staffs surveyed for input to guide school decisions practices are moderate. The percentage result also shows there is a respondent's response difference of the issue. Teachers reported as; 32(23.7%) low, 52(38.5%) medium, and 51(37.8%) high and whereas, SBM members reported; 6(17.2%) low, 9(25.7%) medium, and 20(57.2%) high. Concerning this, data obtained from interview indicated that majority of the secondary school staff participates in school decision making on routine activities and in class room on teaching learning process. The independent samples t test result has also revealed no significant perception difference among the respondents ($t(168) = -1.63$, $p\text{-value} = .105 > .05$ at $\alpha = .05$ level) as regards the item. This implies that, the practices of secondary schools staffs participation to give supportive and constrictive idea that survey as input to guide school decisions is not sufficient.

As indicated in item 8 of Table 6, the two groups of respondent were also asked the extent to which students surveyed for input to guide school decisions. Accordingly the mean scores for teachers and SBM members respectively ($M=2.83$, $SD=.79$ and $M= 3.11$, $SD=.72$) revealed that students surveyed for input to guide school decisions practices are moderate. Regarding this, data obtained from interview indicated that secondary school students participate in

school decision making through student representative. The percentage score also show the majority respondents of teachers and SBM members rated high. Teachers reported as; 32(23.7%) low, 49(36.3%) medium, and 54(40%) high and while, SBM members reported; 5(14.3%) low, 10(28.6%) medium, and 20(57.1%) high.

The independent samples t test result has also revealed no significant perception difference among the respondents ($t(168) = -1.94$, $p\text{-value} = .054 > .05$ at $\alpha = .05$ level) as regards the item. Therefore, it is feasible to say that, the practices of secondary school student's participation to give supportive and constrictive idea that survey as input to guide school decisions is sufficient. (J. Naidoo, 2005) argued that, the participation of students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management.

4.2.4 SBM Practices of Rewards

Schools need to be able to provide reward for individuals accomplishing goals. Evaluation system based on performance in terms of goals and/or outcomes and recognizing the good performance of individuals has strong effect on their future productivity as well as organizations effectiveness Odden and Conley (1991). System of evaluation, the way recognition is given, and its type promote the teachers internal satisfaction. Therefore, teachers and SBM members were asked about the extent to which the Reward activities were practiced in secondary schools. The results are presented and analyzed in Table 7 below.

Table 7.1 Respondents Views about SBM Practices on Rewards

No	Items	Respondent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Low		Medium		High		M	SD	p-value
				F	%	F	%	F	%			
1	The extent to which teacher evaluation system based on performance in terms of goals and/or outcomes	Tea.	135	35	25.9	38	28.1	62	46	3.23	1.099	.005 .003
		SBM	35	3	8.6	10	28.6	22	62.8	3.80	.933	
2	The extent to which school evaluation system based on performance in terms of goals and/or outcomes	Tea.	135	30	22.3	52	38.5	53	39.3	2.76	.725	.247 .158
		SBM	35	3	8.6	17	48.6	15	42.8	2.91	.507	
3	The extent to which systems for tying rewards at the school to performance	Tea.	135	35	25.9	55	40.7	45	33.3	2.76	.745	.142 .147
		SBM	35	3	8.6	12	34.3	20	57.1	2.97	.747	
4	The extent to which school recognize individuals for their performance results	Tea.	135	40	29.6	52	38.5	43	31.9	2.48	.656	.142 .147
		SBM	35	6	17.1	6	17.1	23	65.7	2.47	.404	
5	The extent to which school recognize and celebrate the achievements of your school's students and staff	Tea.	135	28	20.7	48	35.6	59	43.7	2.46	.710	.514 .429
		SBM	35	6	17.1	6	17.1	23	65.6	2.49	.505	
6	The extent to which school community and PTAs participate in evaluation of school performance	Tea.	135	49	36.3	47	34.8	39	28.9	2.25	.655	.234 .236
		SBM	35	5	14.3	11	31.4	19	54.3	2.40	.651	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.
Frequency (F) and percentage% distributions for likert scale rating value 1 very low and value 2 low = low result, value 3= medium result, and value 4 high and value 5 very high = high result.

With regard to item 1 of Table 7, the two groups of respondents rated differently concerning the extent to which teacher evaluation system based on performance in terms of goals and/or outcomes. The mean scores for teachers (M=3.23, SD=1.10) moderate and SBM members (M=3.80, SD=.93) revealed that teacher evaluation system based on performance in terms of goals and/or outcomes practice are high. The percentage result also illustrates the majority respondents of teachers and SBM members rated high concerning the issue item 1. Teachers

reported as; 35(25.9%) low, 38(28.1%) medium, and 62(46%) high and while, SBM members reported; 3(8.6%) low, 10(28.6%) medium, and 22 (62.8 %) high.

Regarding this, data obtained from interview and teachers and school teachers and school evaluation document analysis indicated that the secondary schools teacher evaluation format consists of school goals and students expected out comes or performance level. But teachers are not interested on this and evaluation contents need to consider teachers effort made during teaching learning process. The independent samples t test result has also revealed a significant perception difference among the respondents ($t(60.86) = -3.10$, $p\text{-value} = .005 < .05$ at $\alpha = .05$ level) as regards the item. Therefore, it is possible to conclude that, secondary schools teacher's evaluation system practices are fair.

As indicated in item 2 of table 7, the two groups of respondent were asked the extent to which school evaluation system based on performance in terms of goals and/or outcomes. The mean score for teachers ($M=2.76$, $SD=.72$) and SBM members ($M =2.91$, $SD=.50$) revealed that the practices of school evaluation system based on performance are moderate. The percentage result also illustrates the majority respondents of teachers rated high and SBM members rated medium. Teachers reported as; 30(22.3%) low, 52(38.5%) medium, and 53(39.3%) high and while, SBM members reported; 3(8.6%) low, 17(48.6%) medium, and 15 (42.8%) high. Similarly, the data obtained from the interview conducted with teacher of KETB members and PTA head revealed that our school is not evaluated based on good school facilities or lack of resources and fulfilled facilities. However, our school is evaluated based on school good governance, achieving planned activates and students performance. The computed value of independent samples test $t(168) = -1.16$ and $p\text{-value} = .247 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 2. The implication, thus, the practices of school evaluation systems of secondary schools of study area are fair.

As can be observed in item 3 of Table 7, respondents were asked to indicate their agreement on the extent to which systems for tying rewards at the school to performance. Consequently, teachers and SBM members expressed their agreement ($M=2.76$, $SD=.74$ and $M=2.97$, $SD=.75$) which is moderate practices. The percentage result also illustrates the majority

respondents of teachers rated medium and SBM members rated high. Teachers reported as; 35(25.9%) low, 55(40.7%) medium, and 45(33.3%) high and while, SBM members reported; 3(8.6%) low, 12(34.3%) medium, and 20 (57.1%) high. The result of independent samples test $t(168) = -1.47$, $p\text{-value} = .142 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the mean scores of the two groups of respondents. Thus, it is safe and sound to suppose that schools in the study area their practices tying rewards at the school to performance is fair.

As indicated in item 4 of table 7, respondents were asked to indicate their agreement on the extent to which school recognize individuals for their performance results. Consequently, teachers and SBM members expressed their agreement ($M = 2.48$, $SD = .66$ and $M = 2.47$, $SD = .40$) which is low practices. The percentage result also illustrates the majority respondents of teachers rated medium and SBM members rated high. Teachers reported as; 40(29.6%) low, 52(38.5%) medium, and 43(31.9%) high and while, SBM members reported; 6(17.1%) low, 6(17.1%) medium, and 23 (65.7%) high. The result of independent samples test $t(168) = -1.47$, $p\text{-value} = .142 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the mean scores of the two groups of respondents. The implication, thus, the practices of school in recognizing individuals for their performance result in secondary schools of study area are poor.

With regard to item 5 of Table 7, the two groups of respondents rated similarly concerning the extent to which school recognize and celebrate the accomplishments of school's students and staff. The mean scores for teachers ($M = 2.46$, $SD = .71$) and SBM members ($M = 2.49$, $SD = .50$) revealed that the practices of school to recognize and celebrate the achievements of students and staff are low. The percentage result also point up the majority respondents of teachers and SBM members rated high. Teachers reported as; 28(20.7%) low, 48(35.6%) medium, and 59(43.7%) high and while, SBM members reported; 6(17.1%) low, 6(17.1%) medium, and 23 (65.6%) high. The independent samples t test result has also revealed no significant perception difference among the respondents $t(168) = -.654$, $p\text{-value} = .514 > .05$ at $\alpha = .05$ level) as regards the item.

By supporting this one member of KETB teacher and PTA head said:

The practice in recognizing and celebrating the good performance of teachers and students, our school is poor due to various obstacles (like budget, awareness and skill problems among SBM members). But here after we already incorporated it in our plan and tried to make formal as well as the habit of the schools; school stated to recognize and celebrate the accomplishments of school's students and staff.

This implies that, the practice of recognition given for the good performance or achievement of teachers and students in secondary school is low.

As indicated in item 6 of table 7, the two groups of respondent were asked the extent to which School community and PTAs participate in evaluation of school performance. The respondents rated the issue similarly. The mean score for teachers ($M=2.25$, $SD=.65$) and SBM members ($M=2.40$, $SD=.65$) revealed that the participation of community and PTAs in evaluation of school performance are low. The percentage result also illustrates the majority respondents of teachers rated low and SBM members rated high. Teachers reported as; 49(36.3%) low, 47(34.8%) medium, and 39(28.9%) high and whereas, SBM members reported; 5(14.3%) low, 11(31.4%) medium, and 19 (54.3%) high. The computed value of independent samples test $t(168) = -1.194$ and $p\text{-value} = .234 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 6. The implication, thus, is that the participation of community and PTAs in evaluation of school performance is poor. The SIP says that, any individual who participates in the activities of the school can participate in the evaluation process of school performance (MOE, 2007b).

4.2.5 SBM Practices of Leadership

It has been demonstrated that the quality of education depends primarily on the way schools are managed, more than on the availability of resources (Hanushek 2003). It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the principal (Caldwell 2005). Both factors would argue for stronger control over SBM within the school. School leadership and management play a great role in building the school climate, focusing on the change process, and bring information on educational research and innovative practices. Principals at the actively restructuring schools were highly regarded by the ability as being strong leaders. Some of them were adopting more of a managerial or even a transformational role, with a focus on

effectively managing the whole of the social system rather than just the curriculum and instructional aspects (cf. Murphy, 1994) and (Di Gropello, 2006). Thus, each group was asked the degree of the agreements with various indicators forwarded to determine the practices of school leadership in their respective schools. Results from analysis of responses are displayed in Table 8.

Table 8.1 Respondents Views about SBM Practices on Leadership

No	Items	Respondent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Low		Medium		High		M	SD	p-value
				F	%	F	%	F	%			
1	The extent to which principal focus on managing the change process	Tea.	135	38	31.2	72	53.3	25	18.5	3.13	.973	.099 .091
		SBM	35	8	22.8	22	62.9	5	14.3	3.43	.917	
2	The extent to which principal focus on building the school climate	Tea.	135	80	59.2	47	34.8	8	5.9	2.28	.834	.189 .163
		SBM	35	19	55.3	13	37.1	3	8.6	2.49	.742	
3	The extent to which principal focus on optimizing the availability of resource (finding ways to get them and/or reallocate them)	Tea.	135	41	30.3	69	51.1	25	24.8	2.81	.851	.312 .317
		SBM	35	8	22.8	19	54.3	8	22.9	2.97	.857	
4	The extent to which Roles, responsibilities and skills of principals, teachers and PTAs are defined to lead school activities	Tea.	135	36	26.7	56	41.5	43	31.8	3.04	.876	.067 .070
		SBM	35	4	11.5	17	48.6	14	40	3.34	.873	
5	The extent to which principal motivate, inspire, encourage, communicate information and facilitate participation in SBM	Tea.	135	67	49.9	53	39.3	15	17.4	2.49	.880	.851 .855
		SBM	35	21	60	8	22.9	6	17.1	2.46	.919	
6	The extent to which principal viewed as a leader in the area of curriculum and instruction	Tea.	135	82	60.8	47	34.8	6	4.4	2.33	.723	.887 .878
		SBM	35	23	65.7	11	31.4	1	2.9	2.31	.631	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.
Frequency (F) and percentage% distributions for likert scale rating value 1 very low and value 2 low = low result, value 3= medium result, and value 4 high and value 5 very high = high result.

As indicated in item 1 of table 8, the two groups of respondent were asked the extent to which principal focus on managing the change process. The respondents rated the issue similarly. The mean score for teachers ($M=3.13$, $SD=.97$) and SBM members ($M =3.43$, $SD=.92$) revealed that the school principal focus to manage the change process are moderate. The percentage result also confirms the majority respondents of teachers and SBM members rated medium regarding principal focus to manage the change process. Teachers reported as; 38(31.2%) low, 72(53.3%) medium, and 25(18.5%) high and whereas, SBM members reported; 8(22.8%) low, 22(62.9%) medium, and 5 (14.3%) high. The computed value of independent samples test $t(168) = -1.659$ and $p\text{-value} = .099 > .05$ at $\alpha = .05$ level indicates that there is no significant difference among the two groups of respondents regarding item 1(meaning the difference in means is likely due to chance or sampling error). The implication, thus, the practices of school principals to manage the change process are moderate.

As it is observed in item 2 of Table 8, the two groups of respondents replied that school principals were not focus on building the school climate with mean value low ($M=2.28$, $SD=.83$ and $M=2.49$, $SD=.74$ for teachers and SBM members respectively). The percentage result also confirms the majority respondents of teachers and SBM members rated low. Teachers reported as; 80(59.2%) low, 47(34.8%) medium, and 8(5.9%) high and whereas, SBM members reported; 19(55.3%) low, 13(37.1%) medium, and 3 (8.6%) high. The computed value of independent samples test $t(168) = -1.318$ and $p\text{-value} = .189 > .05$ at $\alpha = .05$ level revealed that there is no significant difference among the two groups of respondents. This implies that, the practices of school principals focus to build the school climate are poor.

With regard to item 3 of Table 8, the two groups of respondents rated similarly concerning the extent to which principal focus on optimizing the availability of resource (finding ways to get them and/or reallocate them). The mean scores for teachers ($M=2.81$, $SD=.85$) and SBM members ($M=2.97$, $SD=.86$) revealed that school principals focus for optimizing the availability of resource (finding ways to get them and/or reallocate them) practice are high. The percentage result also illustrates the majority respondents of teachers and SBM members rated medium. Teachers reported as; 41(30.3%) low, 69(51.1%) medium, and 25(24.8%)

high and while, SBM members reported; 8(22.8%) low, 19(54.3%) medium, and 8(22.9%) high. The independent samples t test result has also revealed no significant perception difference among the respondents ($t(168) = -1.015$, $p\text{-value} = .312 > .05$ at $\alpha = .05$ level) as regards the item. This implies that, secondary school principals have good experience on optimizing the availability of resource.

Item 4 of Table 8 investigates how far roles, responsibilities and skills of principals, teachers and PTAs are defined to lead school activities. With regard to this, teachers and SBM members shown their agreement ($M=3.04$, $SD=.87$ and $M=3.34$, $SD=.87$ respectively) about the issue. This implies that roles, responsibilities and skills of principals, teachers and PTAs are well defined to lead school activities. The percentage result also illustrates the majority respondents of teachers SBM members rated medium. Teachers reported as; 36(26.7%) low, 56(41.5%) medium, and 43(31.8%) high and whereas, SBM members reported; 4(11.5%) low, 17(48.6%) medium, and 14 (40%) high. The results of independent samples test $t(168) = -1.842$ and $p\text{-value} = .067 > .05$ at $\alpha = .05$ level implies there is no significant difference among the two groups of respondents. Consequently, it is possible to say that, secondary school principals, teachers and PTAs Know their roles, responsibilities and skills required to lead school activities.

Regarding the extent to which principal motivate, inspire, encourage, communicate information and facilitate participation in SBM, with mean value of teachers ($M=2.49$, $SD=.88$) and SBM members ($M=2.46$, $SD=.92$) indicated that a poor attempt had been practiced by the school principals in this regard as shown in item 5 of Table 8. The percentage result also confirms the majority respondents of teachers and SBM members rated low. Teachers reported as; 67(49.9%) low, 53(39.3%) medium, and 15(17.4%) high and while, SBM members reported; 21(60%) low, 8(22.9%) medium, and 6 (17.1%) high. This shows that school principals usually are not take onto motivate, inspire, encourage, communicate information for their colleagues and facilitate participation in SBM. The computed value of analysis of independent samples test $t(168) = .189$ and $p\text{-value} = .851 > .05$ at $\alpha = .05$ level also revealed that there is no significant difference among the two groups of respondents. Accordingly, (Mpoksa and Ndaruhutse, 2008: 11) reported that, School

principals are very important for improving teacher management and teacher motivation and for improving students' achievement.

Item 6 of Table 8 investigates how far secondary school principals were viewed as a leader in the area of curriculum and instruction. With regard to this, teachers and SBM members shown their disagreement ($M=2.33$, $SD=.72$ and $M=2.31$, $SD=.63$ respectively) about the issue. This implies that the school principals do poor practices of leadership on the area of curriculum and instruction. The percentage result also confirms the majority respondents of teachers and SBM members rated low. Teachers reported as; 82(60.8%) low, 47(34.8%) medium, and 6(4.4%) high and while, SBM members reported; 23(65.7%) low, 11(31.4%) medium, and 1 (2.9%) high.

Data obtained from open ended questioners indicates that most of school principals are challenged with administrative and managerial workload. This finding is consistence with (Caldwell 1993; Odden. A. and Odden. E. 1994; Wylie 1996; and De Grauwe et al. 2011) reported that SBM has in several cases made life harder for school principals by increasing their administrative and managerial workload, to the detriment of their role as a pedagogical leader. The results of independent samples test $t(168) = .142$ and $p\text{-value} = .887 > .05$ at $\alpha = .05$ level implies there is no significant difference among the two groups of respondents. Consequently, it is possible to say that, secondary schools principals are weak on leadership on the area of curriculum and instructions.

4.2.6 SBM Practices on Resources and Community Participation

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 made at local level are arguably more responsive to specific issues related to school contexts. Another advantage is that decentralization empowers communities to mobilize resources Di Gropello (2006); (Dunne et al. 2007:9-20) and (MOE, 2005). Accordingly, to investigate the practices of SBM on community participation teachers and SBM members of secondary schools of East Showa Zone were asked to give their opinions. Results from the analysis of responses are as follows in table 9.

Table 9.1 Respondents Views about SBM Practices on Resources and Community Participation

No	Items	Respondent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Low		Medium		High		M	SD	p-value
				F	%	F	%	F	%			
1	The extent to which the school has developed linkages with the community that provides educational opportunities for students	Tea.	135	24	17.8	72	53.3	39	28.9	3.15	.806	.972 .970
		SBM	35	5	14.3	19	54.3	11	31.4	3.14	.733	
2	The extent to which the school has structure that enable community participation	Tea.	135	80	59.3	50	37	5	3.7	2.41	.626	.578 .544
		SBM	35	24	68.6	10	28.6	1	2.9	2.34	.539	
3	The extent to which Parents are encouraged to participate in the school affairs	Tea.	135	80	59.3	51	37.8	4	29	2.26	.782	.988 .985
		SBM	35	25	71.5	10	28.5	-	-	2.26	.505	
4	The extent to which parents participate in the management of the school	Tea.	135	41	30.3	51	37.8	43	31.8	2.99	1.026	.096 .088
		SBM	35	6	17.2	15	42.9	14	40	3.31	.963	
5	The extent to which Parent teacher association active in the school for resource generations	Tea.	135	17	12.6	54	40	64	46.4	3.36	.902	.102 .077
		SBM	35	2	5.7	14	40	19	54.3	3.63	.770	
6	The extent to which Parent provide both financial and material support to the school	Tea.	135	34	25.2	54	40	47	34.8	3.13	1.050	.162 .098
		SBM	35	3	8.6	18	51.4	14	40	3.40	.775	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.
Frequency (F) and percentage% distributions for likert scale rating value 1 very low and value 2 low = low result, value 3= medium result, and value 4 high and value 5 very high = high result.

With regard to item 1 of Table 9, the two groups of respondents rated similarly concerning the extent to which the school has developed linkages with the community that provides educational opportunities for students. The mean scores for teachers (M=3.15, SD=.80) and SBM members (M=3.14, SD=.73) revealed that the practices of school build up linkages with the community to provides educational opportunities for students are moderate. The percentage result also confirms the majority respondents of teachers and SBM members rated

medium. Teachers reported as; 24(17.8%) low, 72(53.3%) medium, and 39(28.9%) high and while, SBM members reported; 5(14.3%) low, 19(54.3%) medium, and 11 (31.4%) high. The independent samples t test result has also revealed no significant perception difference among the respondents $t(168) = .035$, $p\text{-value} = .972 > .05$ at $\alpha = .05$ level) as regards the item.

By supporting this one member of KETB teacher and PTA head said:

The relationship between government school and community decline from time to time, to send their children to public school due to weak student management and rate of promotion of student from class to class. But one teacher members of KETB disagree on this idea. He said that, we have a qualified teachers, excess student text book and class room, and free payment of education why community send their children to private school? The cause for this problem the primary one is the assumptions of parents that government schools do not control student. The second problem is parents themselves didn't follow up their children at school. The causes for all of this is school didn't develop strategies that linked school with community.

This implies that, the practices and strategies developed that link secondary school with the community to provide educational opportunities for students are not strong.

As shown in item 2 of Table 9, respondents were requested the extent to which the school has structure that enable community participation. Accordingly, teachers and SBM member's confirmed their disagreement with mean value $M=2.41$, $SD=.63$ and $M=2.34$, $SD=.54$ respectively. This indicates that, there is no clear structure that enables community participation. The percentage result also confirms the majority respondents of teachers and SBM members rated low. Teachers reported as; 80(59.3%) low, 50(37%) medium, and 5(3.7%) high and while, SBM members reported; 24(68.6%) low, 10(28.6%) medium, and 1 (2.9%) high. Similarly, the independent samples t test $t(168) = .558$, $p\text{-value} = .578 > .05$ at $\alpha = .05$ level) suggests that there is no significant difference among the mean scores of respondents responses. Therefore, the absence of clear structure in the school results low participation of the community in the study area.

Item number 3 of Table 9, respondents were asked to indicate their perception the extent to which Parents are encouraged to participate in the school affairs. In view of that, the mean scores of each respondents fall between 1.5 and 2.49 with $SD=.78$ and $SD=.50$ respectively. This implies that, the practices of secondary schools in encouraging parents to participate in

the school affairs are low. The percentage result also confirms the majority respondents of teachers and SBM members rated low. Teachers reported as; 80(59.3%) low, 51(37.8%) medium, and 4(2.9%) high and while, SBM members reported; 25(71.5%) low, 10(28.5%) medium, and 0(0%) high. The computed value of independent samples test $t(168) = .015$ and $p\text{-value} = .988 > .05$ at $\alpha = .05$ level reveals that there is no significant difference among the two groups of respondents. Furthermore, the information obtained from interview shows that there is weak relationship between school community and the parents. This is due to lack of awareness from parents, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the parents and community. The respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

The data corresponding to item 4 of Table 9, secondary school teachers and SBM members, with mean value $M=2.99$, $SD=1.03$ and $M=3.31$, $SD=.96$ respectively mentioned their agreement on participation of parents in the management of the school. This implies that it was common practice in secondary schools of the study area to participate parents in the management of the school. The percentage result also verifies the majority respondents of teachers and SBM members rated medium. Teachers reported as; 41(30.3%) low, 51(37.8%) medium, and 43(31.8%) high and whereas, SBM members reported; 6(17.2%) low, 15(42.9%) medium, and 14(40%) high. The calculated value of independent samples test $t(168) = -1.674$ and $p\text{-value} = .096 > .05$ at $\alpha = .05$ level suggest that, there is no significant difference among the two groups of respondents. Hence from the result above it is possible to conclude that, participation of parents in the school management is in a moderate practices.

As can be seen from Table 9 the data respective to item 5 indicates that, the two groups of respondents for each item replied their agreement the extent to which Parent teacher association active in the school for resource generations with the mean score of teachers and SBM members $M=3.36$, $SD=.90$ moderate and $M=3.63$, $SD=.77$ high respectively. The percentage result also confirms the majority respondents of teachers and SBM members rated high. Teachers reported as; 17(12.6%) low, 54(40%) medium, and 64(46.4%) high and while, SBM members reported; 2(5.7%) low, 14(40%) medium, and 19(54.3%) high. This implies that PTA's are actively involved in the school for resource generations. The independent

samples test $t(168) = -1.642$ and $p\text{-value} = .102 > .05$ at $\alpha = .05$ level reveals that there is no significant difference among the two groups of respondents. From result above one can understand that parent teacher associations are actively participated in the school for resource generations.

In item 6 of the same Table, respondents were requested whether or not parents provide both financial and material support to the school. Accordingly, teachers and SBM members agreed in the stated issue with mean value $M=3.13$, $SD=1.05$ and $M=3.40$, $SD=.77$ respectively. This implies that, the contributions of parents in providing both financial and material support to their respective schools are moderate. The percentage result also confirms the majority respondents of teachers and SBM members rated medium. Teachers reported as; 34(25.2%) low, 54(40%) medium, and 47(34.8%) high and while, SBM members reported; 3(8.6%) low, 18(51.4%) medium, and 14 (40%) high. As confirmed the interview held with PTA head the participation of community in providing financial and material support are adequate in secondary schools. The independent samples test $t(168) = -1.406$ and $p\text{-value} = .162 > .05$ at $\alpha = .05$ level reveals that there is no significant difference among the two groups of respondents concerning issue. As a result, it is feasible to say that the involvement of parents in providing financial and material support to the schools is adequate.

4.2.7 SBM Practices on Curriculum and Instructions

The literature reviews on the innovation areas of school based management research shows that, in addition to four conditions along with three other factors seemed to be associated with the effective practices of SBM. Among them ,one is the presence of an " instructional guidance system," which includes a state or district curriculum framework along with the school's teaching and learning objectives and the means by which they are to be accomplished articulated within the parameters of the broader framework Robertson et al. (1995) and Di Gropello (2006). Most of the schools need to have a well-defined vision delineating the school's specific mission, value, and goals regarding student outcomes. This vision served as an impetus and a focal point for decisions regarding what types of reforms to implement. In relation to this, the school improvement framework of MOE (2007b) suggested that teachers need to adjust their teaching approach according to the needs of

students. Hence, teachers and SBM members were asked about the extent to which the instructional guidance system activities were practiced in secondary schools as envisaged in the MOE SIP framework. The results are presented and analyzed in Table 10 below.

Table 10.1 Respondents Views about SBM Practices on Curriculum and Instruction

No	Items	Respondent	N	Frequency (F) and percentage (%)						Independent sample t test		
				Disagree		Partial Agree		Agree		M	SD	p-value
				F	%	F	%	F	%			
1	School has established clear, achievable goals for curriculum, instruction, and assessment practices within school teachers	Tea.	135	24	17.8	46	34.1	65	48.1	3.41	.980	.808 .752
		SBM	35	1	2.9	18	51.4	16	45.8	3.46	.611	
2	New instructional approaches have been adopted that oriented toward active learning	Tea.	135	5	3.7	45	33.3	85	63	3.64	.707	.161 .133
		SBM	35	-	-	10	28.6	25	71.4	3.83	.618	
3	New instructional approaches have been adopted that are oriented toward cooperative learning	Tea.	135	16	18.1	50	37	69	51.1	3.48	.845	.067 .057
		SBM	35	3	8.6	6	17.1	26	74.3	3.77	.770	
4	There are shared understanding among teachers about the instructional direction of the school	Tea.	135	18	19.6	51	37.8	66	48.8	3.43	.842	.845 .814
		SBM	35	1	2.9	20	57.1	14	40	3.40	.604	
5	School principals enhances and improves instructional effectiveness in promoting student learning	Tea.	135	24	17.7	44	32.6	67	49.8	3.33	.929	.189 .084
		SBM	35	1	2.9	14	40	20	57.1	3.54	.561	
6	School principals practice assists teachers in evaluating the existing teachers guide and students textbook for further improvement	Tea.	135	27	20	43	31.9	65	48.2	3.37	1.091	.376 .257
		SBM	35	2	5.7	14	40	19	54.3	3.54	.701	
7	School Based management (SBM) create better teaching/learning environment for student achievements	Tea.	135	33	24.5	34	25.2	68	50.4	3.30	1.095	.841 .801
		SBM	35	3	8.6	16	45.7	16	45.7	3.34	.725	

Key: Mean value (M) ≤ 1.49 -- very low level of practices, 1.50-2.49 - low level of practices, 2.50-3.49 – moderate level of practices, 3.50-4.49 – high level of practices, ≥ 4.50 – very high level of practices.
Frequency (F) and percentage% distributions for likert scale rating value 1strongly disagree and value 2 Disagree = Disagree, value 3= partially disagree, and value 4 Agree and value5 strongly agree = Agree.

In item 1 of the Table10, respondents were requested whether School has established clear, achievable goals for curriculum, instruction, and assessment practices within school teachers or not. Accordingly, teachers and SBM members agreed in the stated issue with mean value $M=3.41$, $SD=.98$ and $M=3.46$, $SD=.61$ respectively. This implies that, the effort made by secondary schools in establishing clear, achievable goals for curriculum, instruction, and assessment practices within school teachers are moderate. The percentage result also illustrates the majority respondents of teachers were agreed and SBM members were partial agreed concerning whether School has established clear, achievable goals for curriculum, instruction, and assessment or not. Teachers reported as; 24(17.8%) disagreed, 46(34.1%) partial agreed, and 65(48.1%) agreed and while, SBM members reported; 1(2.9%) disagreed, 18(51.4%) partial agreed, and 16(45.8%) agreed. The independent samples test $t(168) = -.243$, and $p\text{-value} = .808 > .05$ at $\alpha = .05$ level reveals that there is no significant difference among the two groups of respondents concerning issue. Therefore, it is possible to say that clear, achievable goals for curriculum, instruction, and assessment practices established by secondary schools are adequate.

As can be observed in item 2 of Table 10, respondents were asked to indicate their agreement on whether new instructional approaches have been adopted that oriented toward active learning or not. Consequently, teachers and SBM members expressed their agreement ($M=3.64$, $SD=.71$ and $M=3.83$, $SD=.62$ respectively). This means that, the schools understudy do frequently and adequately adopted and implement new instructional approaches in order to help for active learning. This is also an indication that the schools' effort in promoting effective teaching and learning methods is reasonably high.

The percentage result also illustrates the majority respondents of teachers and SBM members were agreed about new instructional approaches have been adopted that oriented toward active learning. Teachers reported as; 5(3.7%) disagreed, 45(33.3%) partial agreed, and 85(63%) agreed and while, SBM members reported; 0(0%) disagreed, 10(28.6%) partial agreed, and 25(71.4%) agreed. The result of independent samples test $t(168) = -1.408$, and $p\text{-value} = .752 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the mean scores of the two groups of respondents. Thus, it is safe to suppose that schools in the

East Shawa Zone devote enough attention to adopting and implementing new instructional approaches i.e active learning to improve the teaching and learning activities.

As can be seen in item 3 of Table 10, respondents were similarly asked to indicate their agreement on whether New instructional approaches have been adopted that are oriented toward cooperative learning or not. Accordingly, teachers and SBM members expressed their agreement ($M=3.50$, $SD=.84$ and $M=3.77$, $SD=.77$ respectively). This means that, the schools understudy do regularly and adequately adopted and implement new instructional approaches in order to help for cooperative learning. The percentage result also confirms the majority respondents of teachers SBM members were agreed. Teachers reported as; 16(18.1%) disagreed, 50(37%) partial agreed, and 85(63%) agreed and whereas, SBM members reported; 3(8.6%) disagreed, 6(17.1%) partial agreed, and 26(74.3%) agreed. This is also an indication that the schools' effort in promoting effective teaching and learning methods is reasonably high. The result of independent samples test $t(168) = -1.841$, and $p\text{-value} = .067 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the mean scores of the two groups of respondents.

Similarly, the data obtained from the interview conducted with teacher of KETB members revealed that almost all secondary schools have a cooperative learning system which is called "*Education army*" of teachers, students, and administrative or management of school. For instance as KETB member of school 3 (KETBs3) reported: "in our school education army of students were coordinated with 1 to 5 network system. That means under one clever or high achiever student five students are cooperated for study lesson and to do for their best. In similar way, teachers and managements are cooperated with this system." Thus, it is possible to suppose that schools in the East shawa Zone dedicate enough attention to adopting and implementing new instructional approaches that oriented toward cooperative learning.

The mean ratings of teachers and SBM members ($M=3.43$, $SD=.84$ and $M=3.40$, $SD=.60$ respectively) for item 4 of Table 10 validate that SBM usually shared understanding about the instructional direction of the school among teachers. The percentage result also shows the majority respondents of teachers were agreed and SBM members were partial agreed about the issue. Teachers reported as; 18(19.6%) disagreed, 51(37.8%) partial agreed, and

66(48.8%) agreed and whereas, SBM members reported; 1(2.9%) disagreed, 20(57.1%) partial agreed, and 14(40%) agreed. The independent sample test $t(168) = .195$, and $p\text{-value} = .845 > .05$ at $\alpha = .05$ level shows that there is no significant difference among the two groups of respondents regarding shared understanding of instructional direction of the school. Concerning this, Robertson et al. (1995) and Di Gropello (2006) stated that effective practices of SBM need the presence of an "instructional guidance system," which includes a state or district curriculum framework along with the school's teaching and learning objectives and the means by which they are to be accomplished articulated within the parameters of the broader framework. Therefore, it is possible to suppose that practices of shared understanding about the instructional direction of the school among teachers in secondary schools of study area are adequate.

As it is revealed in item 5 of Table 10, the rating of teachers and SBM members ($M=3.33$, $SD=.93$ and $M=3.54$, $SD=.56$ respectively) unveiled their agreement over the issue that School principals enhances and improves instructional effectiveness in promoting student learning. This implies that the School principals were strong in enhancing and improving instructional effectiveness in promoting student learning. The percentage result also confirms the majority respondents of teachers and SBM members were agreed about the issue. Teachers reported as; 24(17.7%) disagreed, 44(32.6%) partial agreed, and 67(49.8%) agreed and while, SBM members reported; 1(2.9%) disagreed, 14(40%) partial agreed, and 20(57.1%) agreed regarding School principals enhancing and improving instructional effectiveness for promoting student learning. The analysis of independent sample test $t(168) = -1.319$, and $p\text{-value} = .189 > .05$ at $\alpha = .05$ levels revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that this activity was properly practiced in the schools.

As can be observed in item 6 of Table 10, respondents were asked to indicate their agreement whether or not School principals practice assists teachers in evaluating the existing teachers guide and students textbook for further improvement. Consequently, teachers and SBM members expressed their agreement ($M= 3.37$, $SD=1.09$ and $M=3.54$, $SD=.70$ respectively). This means that, the School principals understudy frequently and adequately practices in assisting teachers in order to evaluate the existing teachers guide and students textbook for

further improvement. The percentage result also confirms the majority respondents of teachers and SBM members were agreed about the issue. Teachers reported as; 27(20%) disagreed, 43(31.9%) partial agreed, and 65(48.2%) agreed and while, SBM members reported; 2(5.7%) disagreed, 14(40%) partial agreed, and 19(54.3%) agreed. This is also an indication that the School principals' effort teachers to evaluate the existing teachers guide and students textbook for further improvement are adequate. The result of independent sample test $t(168) = -.888$, and $p\text{-value} = .376 > .05$ at $\alpha = .05$ levels shows that there is no significant difference among the mean scores of the two groups of respondents. Thus, it is safe to suppose that schools in the East showa Zone devote enough attention to evaluating the existing teachers guide and students textbook for further improvement.

As it is revealed in item 7 of Table 10, the rating of teachers and SBM members ($M=3.30$, $SD=1.09$ and $M=3.34$, $SD=.72$ respectively) illustrated their agreement over the issue that School Based management (SBM) create better teaching/learning environment for student achievements. The percentage results also verify that, 50.4% respondents of teachers and 45.6% respondents of SBM members were agreed School Based management (SBM) create better teaching/learning environment for student achievement. Teachers reported as; 33(24.5%) disagreed, 34(25.2%) partial agreed, and 68(50.4%) agreed and while, SBM members reported; 3(8.6%) disagreed, 16(45.7%) partial agreed, and 16(45.6%) agreed. This implies that School Based management (SBM) was strong in creating better teaching/learning environment for student achievements. The analysis of independent sample test $t(168) = -.200$, and $p\text{-value} = .841 > .05$ at $\alpha = .05$ levels revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that this activity was well practiced in the schools.

4.3 Challenges Encountered the Practices of School Based Management

Implementing a program usually encounters challenges. Accordingly, there can be some challenges that encounter the practices of school based management in schools under study. Therefore, to identify problems and challenges that encountered in the practices of school based management the two groups of respondents were asked close ended questioner, open ended questioner, and interview. The result were presented and analyzed as follows.

4.3.1 The Relationship between the Woreda Education Offices and Schools

In this sub-section, an attempt is made to discuss the relationships between the WEOs and the schools, and how these relationships affect decision-making at school level. Consequently, the results are presented and analyzed according to data obtained from open ended questioner and interview conducted with and as perceived by PTA head and members of KETB.

Interviews conducted with PTA and teacher members of KETB indicate that the WEO plays an important role in passing directives and regulations to schools. It is also involved in the provision of education equipment to schools when there are crucial shortages. As one teacher KETB member from a secondary school in Batu pointed out, schools have little budget to procure this equipment. However, because of budget shortages and complex purchasing processes at the woreda level, stationery and furniture (e.g. papers, chairs and desks) does not reach schools in a timely way.

The administrative procedures, the capacity of education officials at woreda level, the nature of their responsibility and accountability, their experience of education management and governance, and communication channels all affect the relationship between the WEO and the schools. For instance, the WEO is responsible for assigning teachers and other education staff to schools. The school principal has to report the school's human resource needs to the WEO. The WEO is also responsible for facilitating teacher and supportive staff employment and capacity building. However, as five of the PTA head and six of the KETB members interviewed reported, the WEO could not respond adequately to the requests to assign teachers, Supervisors and school principals. As one teacher KETB members from a secondary school in Dekebora indicated, among the five supportive staff that allowed by the school structure one of them are not employed for school, in the same way for two years the school have no main principal.

The shortage of qualified supervis and teachers in schools placed a heavy burden on the existing ones, and had an impact on the provision of quality education. One KETB teacher in a secondary school of Batu explained the problem of teacher shortage as follows: In case of our school, we have shortage of teachers. Especially the school had no History, Physics, and Mathematics teachers. In the same case, a KETB teacher from secondary school of Walancity

also reported a critical shortage of teachers, mainly for subjects like mathematics and chemistry. The challenge was due to the fact that teachers leave for various reasons, including promotion and getting jobs outside teaching. Since the recruitment and deployment of teachers was the responsibility of the education bureau at the regional and zonal level, according to this teacher, the school's responsibility was only to report the problem to the WEO. He knew that the school principals in his school had indeed reported the problem to the WEO but no practical measures had been taken for at least three months.

WEO supervisor is one of the Education Experts that controls the Personnel and Education quality, also give support for school, and link the school with WEO. 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 (MOE, 2010). However, most of secondary school under study has a problem of assigned secondary school supervisors. Accordingly, Batu and Bote secondary schools have no supervisors for eight month and three month respectively. In addition Bote and Ude secondary schools KETB member teachers reported as we haven't get any adequate support and training from WEO supervisors that help as to improve quality of Education.

It can be argued that the full participation of the community and the parents is needed in order to achieve quality education, and to help hold principals and school-based management to account. One PTA head from Mojo secondary school said that 'unless the community's awareness about the importance of quality education for their children is improved, the full implementation of the various education policies is far from achieved'.

In the same way, PTA head from Dekebora secondary school suggested that schools and communities should be considered not only as the main place to implement policies and regulations, but also as the main source of evidence of whether the policies are understood, accepted and implemented in such a way as to achieve the expected result. In principle, the Government wants schools to become a place of learning and research in order to bring real change in the lives of those who are involved in teaching and learning (parents, teachers and students) (MOE, 2007). In practice, this has not been achieved. One of the teacher KETB

members from Wanjy also reported the importance of community participation in implementing education policies at school level as follows:

Although, the rules and regulations do come from the district and the regional level, we face difficulties to implement it at the grassroots level. Even though the rules and regulations are good and correct, we have to take into consideration the community contexts when we implement it. It is only by becoming more flexible that we are able to improve students' achievement.

To conclude, it is clear from the above discussion that critical decision-making at the school level faces challenges because of lack of proper support and coordination at the woreda level. The gap between the WEO and the school communities (teachers, school principals and PTAs) is largely responsible for the loose coordination and communication between the higher government structure and the local institutions. In line of this (Fullan, 1999) posit that neither centralization nor decentralization works alone because both 'top-down' and 'bottom up' strategies are necessary. Centralization emphasizes on the side of over control, whereas decentralization focuses on the chaos. He argues that school based management may fail in the long run because not enough attention is paid to the centre and vice-versa. Therefore, school and district development must be coordinated.

4.3.2 Challenges in the Practices of SBM

In this sub-section, an attempt is made to discuss the challenges come upon in the practices of SBM in secondary schools of understudy area. Accordingly, the results are presented and analyzed according to data obtained from open ended questioner and interview conducted with and as perceived by PTA head and members of KETB.

The main purpose for school based management is the improvement of Educational outcomes (Malen, Ogawa and Kranz 1990) and (MOE, 2007). Consequently, the results of interview and open ended questioners illustrated that the challenges faced in school based management practices are improving school i.e. improving student result and to make community more involved in school decision making. One teacher KETB members of Mojo secondary school reported that: in our school there are large number of student; however,

from year to year we are tail from zone in student results in matriculations. Hence, this respondent also raises the cases for lower achievement of student in his school due to repeatedly changes of school principals in doing faults in school based management or in lack of skill of leadership. In the same way, in others schools trouble in improvements of student result is also the main issue.

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 made at local level are arguably more responsive to specific issues related to school contexts (Dunne et al. 2007: 20) and (MOE, 2005). However, the data obtained from open ended questioner and interview show that most of the school community participates in school fencing, in building class rooms, and in contribution of money in cash. Even though, the participation of community is good in kind contribution, participation in school affairs in controlling and follow-up their children in teaching learning process is very low. Regarding to this, (J. Naidoo 2005: 41) argued that, the implementation of decision-making through the full participation of parents and communities involves challenges When compared with teachers and school principals, community groups do not focus on education matters and this often creates conflict.

In general, the result obtained from questionnaire, document analysis, and interview carried out, it is possible to conclude that, the major challenges that affect the practices of school based management in secondary schools of East showa Zone are: poor dissemination of timely information and poor utilization and allocation of budget at both school and woreda level, inability of school leaders in searching external fund , absence leader support and recognizing teachers performances, work load for school principals, lack of collaborative school management, participatory decision making, support from stakeholders, capacity to build team and mobilize parents and local communities, and loss of consensus, commitment, and awareness among the school level actors were real challenges that hindered the effective practices of SBM.

UNIT FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of school based management in secondary schools of East showa Zone are forwarded for all concerned SBM, academic staffs, and stakeholders.

5.1 Summary of the Findings

Only recently has SBM been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability. Therefore, where SBM are highly practiced, this can be translated into good performance and improve the quality of education delivered to students. Thus, this research seeks to provide the practices of SBM at school site by authorities' of school agents (principals, teachers, and parents) to make decisions about relevant educational issues. Therefore, the study is aimed on assessing practices and challenges of school based management in secondary schools of East showa zone. In order to meet this purpose, the following basic research questions are designed.

- To what extent do school based management is practiced in East showa zone secondary school?
- What are the major contributions of SBM for the professional development of teachers in East showa zone secondary school?
- How do school principal encourage communities, parents and local authorities to influence education management and decision-making at school level?
- To what extent do school principal carry out the practices of decision making on budget, personnel, and curriculum and instructions in secondary schools of East showa Zone?
- What are the major challenges affecting the proper practices of SBM in secondary schools of East showa Zone?

To answer these research questions, descriptive survey method is employed. To this effect the study was conducted in 7 randomly selected secondary schools of East showa Zone. Data were obtained from the sample respondents through questionnaire, interview, and documentation. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers and SBM members and interviewe conducted with PTA head and KETB members. After all the research came up with the following major findings.

The practices of SBM on the independent variables; Power, Knowledge and skills, Information, and Curriculum and instruction shows that is sufficient. The mean score of the respondent on these variables scored above three, when it serves as the average of the likert scales. However, the practices of SBM on independent variables; Rewards, Leadership, and Resources and community participation indicates that is insufficient. Accordingly, the major findings of SBM practices of secondary schools of East showa zone on the variables items that support the practices of SBM are summarized below.

I SBM practices of power

- ▶ With regard to the practices of SBM on the independent variable power, the findings in this study demonstrated that school influence on decisions related to budget, curriculum, and instructions are sufficient. As a result SBM are encouraged for making real decisions on budget, personnel, and curriculum.
- ▶ With view to the School principals practices of autonomy to over all school activities, the findings in this study showed that majority of secondary schools of study area have fully autonomous with authority over every educational and personnel matter to some restrictive on financial obtained from government treasure which influenced by WEO.
- ▶ All secondary School principals have good capacities to carry out teacher monitoring and evaluation which is one of the basic constituents of the SBM practices at school level. The practices of school principals shared decision making with teams of teachers to take responsibility were significantly reasonably. The finding also shows that the school principals are active in decision making and the development of school policies with mutual agreement of school community.

- ▶ This study also showed that teachers participation in school decision making were marginal due to the reason that, some teachers are reluctant and others may overloaded with routine works and lack of collaborative culture.
- ▶ The participation of community in the school decision making are inactive this is due to lack of awareness from school community, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the school community to participate across the full range of school decision.

II SBM Practices on Development of Knowledge and Skill

- ▶ The findings that addressed SBM practices on professional development and capacity building this study indicated that the schools were Sufficient and strong in Teachers, principals and other school leaders in building their capacity to perform their roles in the school operation.
- ▶ The result of study from interview, document analysis, and questionnaire indicates the school principals in organizing and supporting induction programs and their contributions to enhance professional competence of teachers by providing latest information on teaching strategies are adequate.
- ▶ The study suggested that School principals have adequate knowledge and skills in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan in evaluating teaching learning process and reviewing and analyzing data on school performance.

III SBM Practices on Dissemination of Information

- ▶ The findings addressed that almost all stakeholders have clear ideas about the school goals, mission, and vision. The effort made by secondary schools to clarifying school goals, mission, and vision is adequate
- ▶ As the findings in this section indicated all secondary schools have good experience on dissemination of information about school performance. But schools in the study area devote a little attention about dissemination of information of SBM practices.

- ▶ The study suggested that the dissemination of information about research/innovations taking place elsewhere practices is low; and also schools in the study area their practices on dissemination of school information about detailed schools based revenue and expenditure are low and has lack of transparency.
- ▶ As the findings in this section indicated the practices of secondary schools staffs participation to give supportive and constrictive idea that survey as input to guide school decisions is insufficient.

IV SBM Practices on Reward

- ▶ The findings addressed that recognition and rewarding activities given for teachers in secondary schools of East showa Zone are insignificant as the response of teachers indicates. Secondary schools exercised low in recognizing the good performance or achievement of teachers with mean value teachers $M=2.48$ and $SBM=2.47$.
- ▶ The findings in this sub section have shown that both teacher evaluation and school evaluation system based on performance in terms of goals and/or outcomes practices is reasonable/fair. The study also reveals that the participation of community and PTAs in evaluation of school performance is poor teachers $M=2.25$ $SBM M=2.40$.

V SBM Practices of Leadership

- ▶ With regard to leadership the findings in this study demonstrated the practices of school principals to manage the change process and principal focus on optimizing the availability of resource are moderate.
- ▶ The finding indicates that the practices of school principals' focus to build the school climate are poor teacher $M=2.28$ and $SBM=2.49$; and also secondary schools principals are weak on leadership on the area of curriculum and instructions teachers with $M=2.33$ and $SBM= 2.31$. However, roles, responsibilities and skills of principals, teachers and PTAs are defined well to lead school activities. But data obtained from open ended questioners and interview indicates that most of school principals are challenged with administrative and managerial workload.

- ▶ The findings of the study also shows that school principals are poor usually not take on to motivate, inspire, encourage, communicate information for their colleagues and facilitate in order to participate in SBM teachers M=2.49 and SBM=2.46.

VI SBM Practices on Resources and Community Participation

- ▶ The findings underscored that the absence of clear structure in the school didn't enable the participation of the community in the study area teachers M=2.41 and SBM M=2.34. The participation of the community in the study area is poor teachers M=2.26 and SBM M=2.26. Attempts made by secondary schools in encouraging parents and community to participate in school affairs were not adequate.
- ▶ The findings in this study demonstrated that, parent-teacher association members actively participate in the school for resources generations. As a result parent participation in the school management and in providing both financial and material support for the school is moderate.

VII SBM Practices on Curriculum and Instructions

- ▶ As the findings in Curriculum and Instructions indicated the effort made by secondary schools in establishing clear, achievable goals for curriculum, instruction, and assessment practices within school teachers are moderate. The results also showed that practices of shared understanding about the instructional direction of the school among teachers in secondary schools of study area are adequate.
- ▶ On the other hand, it is evident from the findings that schools in the East shawa Zone devote enough attention to adopting and implementing new instructional approaches i.e active learning and cooperative learning to improve the teaching and learning activities.
- ▶ This study also depicted that, the School principals understudy frequently and adequately practiced in assisting teachers in order to evaluate the existing teachers guide and students textbook for further improvement. The result also illustrated that School Based management (SBM) was strong in creating better teaching/learning environment for student achievements.

- ▶ As the finding of interview indicates, there are communication gap between WEO and schools *Liaison* through supervisors that monitor and evaluate SBM practices.

VIII. Challenges to SBM Practices

The findings in this study showed that the major challenges in the practices of SBM at secondary schools in East showa Zone include poor dissemination of timely information and poor utilization and allocation of budget at both school and woreda level, inability of school leaders in searching external fund , absence of inspiring, motivating, sharing of information, and recognizing teachers for good performances, work load for school principals, lack of collaborative school management, participatory decision making, support from stakeholders, capacity to build team and mobilize parents and local communities, and loss of consensus, commitment, and necessary awareness among the school level actors were real challenges that hindered the effective practices of SBM.

5.2 Conclusion

SBM has been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability. How secondary schools carry out the practices of SBM? This is the overarching research question that guides this study. To this end, the findings presented in previous section regarding to the issue investigated are enforced the researcher to draw the following general conclusions.

As the compiled result indicates, one could get a clear picture that the majority of the activities in the exercises of power were effectively practiced. The practices of secondary school influence on decisions related to budget, curriculum, and instructions are sufficient. This is an indication SBM could make real decisions on budget, personnel, and curriculum.

This study has demonstrated that some of the activities of SBM directly related to practices of school principals are effectively practiced. School principals, capacities to carry out teacher monitoring and evaluation, shared decision making with teams of teachers, and decision making and the development of school policies were adequate. However, teachers and community participation in school decision making were marginal to participate across the full range of school decision.

This study explored that SBM Practices on development of Knowledge and Skills activities were satisfactorily practiced in secondary schools of East showa Zone. The findings that addressed SBM practices on professional development and capacity building of teachers and other school leaders were adequate. However, the result of interview, document analysis, and open ended questionnaire indicates that, School principals have knowledge and skills gap in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan in evaluating teaching learning process and reviewing and analyzing data on school performance.

The effort made by secondary schools in dissemination of information about school performance and in clarifying school goals, mission, and vision practiced adequately. However, the study suggested that the dissemination of information about research

/innovations taking place elsewhere, detailed schools based revenue and expenditure report were poorly practiced.

As the finding indicates SBM in East showa Zone place poor emphasis on the practices of preparing a reward scheme and in recognizing the good performance or achievement of teachers. The findings also underscored that the absence of clear structure in the school allows poor participation of the community. Parents and community participation in school affairs were practiced insufficient. This might hinder effective practices of the SBM. In addition to this, poor commitment and absence of strong relationship between the school and the communities were reflections of weak practices of SBM.

The practices of school principals' are weak on leadership activities. The findings of the study also show that school principals are poor to build the school climate and take on to motivate, inspire, encourage, communicate information for their colleagues and facilitate in order to participate in SBM. Most of school principals are challenged with administrative and managerial workload rather than leading pedagogy.

As the finding indicates secondary school SBM in East showa Zone placed greater emphasis on the practices of Curriculum and Instructions. Accordingly, SBM Established clear, achievable goals for curriculum, instruction, and assessment, new instructional approaches i.e active learning and cooperative learning adopted and implemented to improve the teaching and learning, the existing teachers guide and students textbook for further improvement evaluated, SBM create better teaching/learning environment for student achievements.

In general, the practices of SBM on the independent variables; Power, Knowledge and skills, Information, and Curriculum and instruction shows that is sufficient. The mean score of the respondent on these variables scored above three, when it serves as the average of the likert scales. However, the practices of SBM on independent variables; Rewards, Leadership, and Resources and community participation indicates that is insufficient.

Finally, the findings in this study showed that the major challenges for the adoption and implementation of SBM at secondary schools in East showa Zone include poor dissemination of timely information and poor utilization and allocation of budget at both school and woreda

level, inability of school leaders in searching external fund , features of leadership, and work load for school principals, lack of collaborative school management, participatory decision making, support from stakeholders, capacity to build team and mobilize parents and local communities, and loss of consensus, commitment, and awareness among the school level actors, furthermore, could pose a major threat to the successful Practices of SBM.

5.3 Recommendations

On the basis of the findings of the study, the following recommendations were made:

Disperse power throughout the school organization so that many stakeholders participate in decision-making.

Principals worked to diffuse power throughout the school organization to solidify and increase commitment to the reform. Thus, in addition to site councils, the schools need to establish vertical and horizontal work groups that involve nearly all teachers in the school and often times community members and parents. The work groups of subcommittees necessitate focusing on areas such as assessment, curriculum and instruction, and staff development, offered forums for teachers and other stakeholders to get together and talk about school-specific issues. Thus, through subcommittees, principals effectively spread the workload of managing the school beyond the few who served on the council. The use of subcommittees effectively increases teacher, community, and parent's ownership and accountability to the school-wide program.

Make professional development an ongoing, school-wide activity

The SBM plans most successful in improving performance were those that not only *empowered* people at the school site to make decisions, but also *trained* people at the school site for their new roles. Schools that practices SBM they need to give a very high priority for Professional development. Accordingly, SBM activities are needed to orient toward building a school-wide capacity for change, creating a professional community and developing a shared knowledge base. Therefore, it is advisable that, the school principals, Woreda official supervisors and teachers in collaboratively with Zone education department, Universities and

NGO's should organize training opportunities on SBM program so as to enhance the SBM progress.

Disseminate information broadly so that SBM participants can make informed decisions about the school organization and all stakeholders are kept informed about school performance.

School principals play a great role in information sharing and to distribute information abundantly and frequently. It is advisable that, a principal in SBM schools to use a variety of strategies to share information among participants, particularly at the school site. Some of strategies are: Principals work with staff to develop a clear vision for the school and communicates school-wide to all constituents, disseminated information about school/SBM activities and student performance through newsletters to the whole school community, Principals share learning across schools within the same district, Principals communicate to staff about research and innovative practices outside the district, such as instructional successes in different settings.

Frequently reward individual and group performance on progress toward school goals

As staff members took on more responsibility and spent more time managing the school under SBM, principals have to reward people for their efforts. Accordingly, the researcher recommends that, principals frequently write thank you notes and publicly recognize staff at school meetings, Principals initiate school recognition by taking a more active role in local public relations activities and making teachers more visible in the community and Often times the schools are reward by in-kind donations and financial contributions. Principals reward efforts is only insufficient to the success of SBM, a support system was established for teachers. Building on the intrinsic motivation of teachers is a useful mechanism for principals to encourage people to use their capabilities to achieve school goals. Principals achieve this by creating a school atmosphere that supports teacher involvement in decision-making and curriculum and instructional innovations.

Select principals who can lead and delegate

All schools that practices SBM they need to have principals who played a key role in dispersing power; in promoting a school-wide commitment to learning and growth in skills

and knowledge; in expecting all teachers to participate in the work of the school; in collecting information about student learning; and in distributing rewards. Hence, WEO are recommended to select and appoint school principals that serve as facilitators and leaders; as strong supporters of their staffs; and as the people who brought innovations to the school, Principals that have a propensity to delegate to subcommittees' responsibilities such as material selection, budget development and professional development schedules and who moved SBM reform agendas forward.

Ensure sustainable participation of the community through awareness creation

Secondary school leaders in collaboration with KETB should need to design a strategy to ensure sustainable participation of the community and create a strong awareness among stakeholders so as to get the involvement of stakeholders in all activities of SBM through seminars, workshops and various discussions for the realization of goals of SBM.

On the other hand, secondary school principals in collaboration with stakeholders should create and operate strategies that will increase their ability to generate income /revenue rather than relying absolutely on budgets allocated from the government for the realization of program. This can be done through creating strong school and community relationship and working together with NGO's found in the area.

As the finding indicated, there are communication gap between Woreda education office and secondary schools. Woreda education office and schools *Liaison* through supervisors that control support, monitor and evaluate schools activities. Therefore, it is advisable that, WEO supervisors and secondary schools should create and maintain a properly scheduled and organized formal monitoring and evaluation system about SBM practices. In order to provide adequate support and guidance to the secondary schools and stakeholders, activities should be evaluated through checklists that were provided to schools, PTAs, and teachers beforehand so as to show, schools the major areas in which they must focus.

Finally, the writer of the study recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

References

- Adams, J., Khan, H. T. A., Raeside, R. & White, D. (2007). *Research Method for Graduate Business and Social Science Students*. USA: Sage Publications Inc.
- Aron, A., Aron, E. N. & Coups, E. J. (2008). *Statistics for the Behavioral and Social Sciences*. (4thed.). USA: Pearson Education, Inc.
- Bandur, A. (2008). *A study of the Implementation of School-Based Management In Flores primary Schools in Indonesia*. (Unpublished Doctoral Thesis): The University of Newcastle, Australia.
- Banerjee, A. and E. Duflo. 2006. "Addressing Absence." *Journal of Economic Perspectives* 20 (1): 117–32.
- Barrera-Osorio, F., Fasih, T., & Patrinos, H. A. with Sant, L. (2009). Decentralized Decision-Making in Schools. *The Theory and Evidence on School-Based Management: The World* Washington, DC.
- Bautista, M. C. R. B., Bernardo, A. B.I., & Ocampo, D. (2010). When Reforms Don't Transform: Reflections on Institutional Reforms in the Department of Education. Quezon City: *HDN Research Monograph 2010*.
- Bautista, M. C. R. B. (2010). The Promise of Redemption: BESRA and the Need for Higher Education Reform, Should We Pin Our Hopes on BESRA. Quezon City: *Forum on Education UP Dilim*.
- Behrman, J. R., Deolalikar, A. B., & Soon, L. Y. (2002). Promoting Effective Schooling through Education Decentralization in Bangladesh, Indonesia, and Philippines: *ERD Working Paper Series No. 23, Economics and Research Department, ADB*.
- Bernardo, A. B.I. (2010). The Promise of Redemption: BESRA and the Need for Higher Education Reform, BESRA's Promise. Quezon City: *Forum on Education UP Diliman*.
- Berman, p., & Gjeten, T. (1998). *Improving School Improvement: A Policy Evaluation of the California School Program*; vol. 2. Findings. Bekley, CA; Berman, Weiler Associates.
- Best, J. W. & Kanh, J. V. (2003). *Research in Education*. (9thed.). USA: Pearson Education, Inc.
- Bimber, B. A. (1993). *School Decentralization: Lessons from the Study of Bureaucracy*. Santa Monica, California: RAND Corporation.

- Caldwell, B. (2005). School-Based Management. *Education Policy Series, UNESCO International Academy of Education and International Institute for Educational Planning.*
- Caldwell, B. (1993). "Leading the Transformation of Australia's Schools." *Network News* 5(4): 2-6.
- Caldwell, B. (1998). "Strategic Leadership, Resource Management, and Effective School Reform." *Journal of Educational Administration* 36(5): 445-461.
- Chapman, J., & Boyd, W. I. (1986). Decentralization, Devolution and the School Principal: Australian Lessons on State Wide Educational Reform. *Educational Administration Quarterly*, 22(4), 28-58.
- Chaudhury, N., J. Hammer, M. Kremer, K. Muralidharan, and F. H. Rogers. 2006. "Missing in Action: Teacher and Health Worker Absence in Developing Countries." *Journal of Economic Perspectives* 20 (1): 91-116.
- Conley, D. T. (1993). Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling. Oregon: *ERIC Clearinghouse on Educational Management*, University of Oregon.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Method in Education*. (6th ed.). Great Britain: MPG Books Ltd, Bodmin.
- Conley, S. (1991). Review of Research on Teacher's Participation in School Decision Making. In G. Grant (ED.), *Review of Research in Education* (pp.-225-266). Washington, D C: American Education Research Association.
- Creswell, J. W. (2002). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. New York: Sage Publication.
- Creswell, J. W. & Plano Clark, V. (2007). *Designing and Conducting Mixed Methods Research*. USA: Sage publication, Inc.
- Cromwell, S. (2006). Site-Based Management: Boon or Boondoggle. *Education World*.
- David, J. L. (1989). Synthesis of Research on School Based Management. *Educational Leadership*, 46(8), 45-53.
- David, J. L., & Peterson, S. M. (1984). *Can Schools Improve Themselves. A Study of School Based Improvement Programs*. Palo Alto, CA: Bay Area Research Group.

- Di Gropello, E. (2006). *Comparative Analysis of School-Based Management in Central America*. World Bank Working Paper Number 72. Washington DC: World Bank.
- De Grauwe, A. (2004). "School Based Management (SBM): Does it Matter?" Paper Commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative. UNESCO, Paris.
- De Grauwe, A., & Candy, L., with Tiberius. B., Pulane J. L., Mathabo, T., Samuel. K., & Wilson A. (2011). *Strengthening Local Actors: The Path to Decentralizing Education, Kenya, Uganda, and Lesotho*, Paris: International Institute for Educational Planning and UNESCO.
- Dunne, Máiréad, Kwame, A., & Sara, H. (2007). *School Processes, Local Governance, and Community Participation: Understanding Access, Create Pathways to Access: Research Monograph No. 6*, Brighton: Consortium for Educational Access, Transitions and Equity, University of Sussex.
- George, D. and Malley, P. (2003). *Calculating, interpreting, and Reporting Cronbatch's Alpha Reliability Coefficient for Likert Scales*. Middle West Research to Practice Conference in Adult, continuing, and Community Education, p. 87-8
- Gottelmann-Duret, Gabriele. (2000). *The Management of Primary School Teachers in South Asia: A Synthesis Report*, Paris: International Institute for Educational Planning, UNESCO.
- Guthrie, J.W. (1986). School Based Management: The Next Needed Education Reform. Phi Delta Kappan. 68, 305-309.
- Fasih, T. and H. Patrinos. (2006). "Impact of Organization on School Performance School-Based Management." Human Development Network, World Bank, Washington, D.C. Processed.
- Fiske, E.B. (1997). *Decentralization of Education. Politics and Consensus*. Washington, D.C: The World Bank.
- Fowler, J. (1996). *Introduction to Statistics A Non-parametric Approach for the Social Sciences*. New York, John Willy.
- Fullan, M.G. (1991). *The Meanings of Education Change* (2nd ed.). New York: Teachers College Press.

- Fullan, M., & Watson, N. (1999). *School-Based Management: Reconceptualizing to Improve Learning Outcomes*. Final Paper Prepared for The World Bank: "*Improving Learning Outcomes in the Caribbean*". Ontario Institute for Studies in Education, University of Toronto.
- Hanushek, E. (2007). "The Failure of Input-Based Schooling Policies." *Economic Journal*. Washington, D C: The World Bank.
- Hill, P.T., & Bonan, J. (1991). *Decentralization and Accountability in Public Education*. Santa Monica, CA: RAND.
- Kandasamy, Maheswari & Lia Blaton. (2004) *School Principals: Core Actors in Educational Improvement: Analysis of Seven Asian Countries*, Paris: International Institute for Educational Planning, UNESCO.
- King, E. and B. Özler. (1998). "What's Decentralization Got To Do With Learning? The Case of Nicaragua's School Autonomy Reform." Development Research Group, The World Bank, Washington DC. (Processed).
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. (2nd revised ed.). New Delhi: New Age International (P) Ltd.
- Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners*. (2nd ed.). England: Sage Publication Ltd.
- Lawler, E. E., III. (1986). *High Involvement Management*. San Francisco: Jossey Bass.
- Leithwood K. and T. Menzies. (1998). "Forms and Effects of School-Based Management: A Review." *Educational Policy* 12(3), 325-347.
- Luck, Tan L. (2011) 'School Principals' Effectiveness and Leadership Quality in Educational Management', Johor: MARA University of Technology.
- Lugaz, C. (2004). Barriers to Decentralization: Examples from West Africa. *UNESCO International Institute for Education Planning*, 22(4), 4-5.
- Malen, B., R. Ogawa & J. Kranz. (1990). "What Do We Know About Site Based Management: A Case Study of the Literature – A Call for Research," in W. Clune and J. Witte, eds., *Choice and Control in American Education*. London: Falmer Press.
- Mc Queen, R. A. & Knussen, C. (2002). *Research Methods for Social Science: A Practical Introduction*. England: Pearson Education Limited.
- MOE. (1999). *Teacher Education Handbook*. ICDR. Addis Ababa: Qurael P. Press.

- MOE.(2010a).*Education Sector Development Programme IV (ESDP IV)*.
Addis Ababa: Ministry of Education.
- MOE.(2010b).*Education Statistics Annual Abstract 2008/09*. Addis Ababa:
Ministry of Education.
- MOE.(2009).*Education Statistics Annual Abstract 2007/08*. Addis Ababa:
Ministry of Education.
- MOE.(2007a).*General Education Quality Improvement Programme (GEQIP)*.
Addis Ababa: Ministry of Education.
- MOE.(2007b). *School Improvement Programme (SIP) Manual*.
Addis Ababa: Ministry of Education.
- MOE.(2006).*Education Sector Development Programme Action Plan III (ESDP-III)*.
Addis Ababa: Ministry of Education.
- MOE.(2005).*Education Sector Development Programme (ESDP-III) Programme Action
Plan*. Addis Ababa: Ministry of Education.
- MOE.(2002).*Education Sector Development Programme II (ESDP-II)*.
Addis Ababa: Ministry of Education.
- MOE.(1998).*Education Sector Development Programme I (ESDP-I): Action Plan*.
Addis Ababa: Ministry of Education.
- MOE & USAID,(2008).*Review of the Ethiopian Education and Training Policy and its
Implementation*. Addis Ababa: Ministry of Education.
- Mohrman, S., &cummings, J. (1989).*Self Designing Organizations*. San Francisco:
Jossey Bass.
- Mpokosa, Chikondi &Susy, N. (2008).*Managing Teachers: The Centrality of Teacher
Management to Quality Education. Lessons from Developing Countries*, London and
Reading: CfBT and VSO.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. Great Britain:
Athenaeum Press Ltd, Gates Head, Tyne & Wear.
- Naisbitt, J. &Aburdene, P. (1990).*Megatrends.(2000)*. New York: Avon Books.
- Naidoo, Jordan P. (2005).*Educational Decentralization and School Governance in South
Africa: From Policy to Practice*, Paris: International Institute for Education Planning,
UNESCO.

- Nekatibeb, Teshome. (2012). 'Classroom Participation and Pupil Performance: A Study of Active Learning Practices in Ethiopian Primary Education' Paper Presented at the Young Lives Ethiopia School Survey Workshop, Addis Ababa, 25 May 2012.
- Odden, A., & Conley, S. (1991). *Restructuring Teacher's Compensation Systems to Foster Collegiality and Help Accomplish National Educational Goals*. Los Angeles: University of southern Californiya, Centres for Research in Education Finance.
- Odden, A.& Odden, E. (1994). "Applying the High Involvement Frame Work to Local Management of Schools in Victoria, Australia." Working Paper The School-Based Management Project, University of Southern California.
- Oswald, L. J. (1995). School Based Management. *ERIC Digest, Number 99*.Philippine Constitution. (1987).
- Richards, C., &Shujaa, M.(1990). State Sponsored School Performance Incentive Plans : A Policy Review. *Educational Considerations, 17(2)*, 42-52.
- Santibañez, L. (2006). School-Based Management Effects on Educational Outcomes: A Literature Review and Assessment of the Evidence Base. Mexico City: Centro de Investigacióny Docencia Económicas A. C. (CIDE).
- Shibeshi, Ayalew (2009) 'Overview of Education Research in Ethiopia Studies', *Journal of Ethiopian Studies XLII.1-2* 141-74.
- Singh, Y. K. (2006). *Fundamentals of Research Methodology and Statistics*. India (New Delhi): New Age International Publishers.
- TGE, (1994). *General Education and training policy*. Addis Ababa: transitional government of Ethiopia.
- USAID. (1996). *Decentralizing Education: The SESOI Tigray Case Study: A Summary*. Washington D C: USAID.
- USAID. (1997). *Education Decentralization in Africa: As Viewed Through the Literature and USAID Projects*. Washington, D C: USAID.
- William, G. C. (1977). *Sampling techniques* (3rd ed.). Canada: John Willey & Sons Inc.
- Winkler, D.R. (1989).*Decentralization in Education: An Economic Perspective*. Washington, D C: The World Bank.
- Wolstetter, p., &Odden,A.(1992). Rethinking School Based Management Policy and Research: *Educational Administration Quarterly* vol.28 (4), 550-562.

- Wohlstetter, P., & K. Briggs. (1994). "The Principal's Role in School-Based Management." *Principal* 74(2), 14-17.
- Wohlstetter, P., & Buffett, T. (1992). Decentralizing Dollars Under School Based Management: Have Policies Changed? *Educational policy*, (6), 35-54.
- World Bank. (2003). *What is School-Based Management*. Washington, D C: Education, Human Development Network.
- World Bank. (2008). *World Development Report: Making Services Work for Poor People*. Washington DC: World Bank.
- Yalew EndawekeMulu. (1998). *Fundamental Principles of Research and its Implementation*. Bahir Dar: Alpha Printing Enterprise.
- Zimet, M. (1973). *A Case Study of the Decentralization Law in New York City*. New York: Teachers college press.

Appendix-A

Jimma University

Institute of Education and professional Development Studies

Department of Educational planning and Management

Questionnaire to be filled by:

Secondary school Teachers and SBM (Principals, Vice Principals and PTAs)

Dear Respondents:

The main purpose of this questionnaire is only to collect relevant information about *the practices of school based management in secondary schools*. You are, therefore, kindly requested to give appropriate information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. The data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Show your agreement to fill the questionnaire by answering the next question.

➤ Would you fill this questionnaire voluntary?

Yes No

Note:

- ▶ *No need of writing your name.*
- ▶ *Your answer should represent your direct feelings.*
- ▶ *Ask the data collector; if you need extra support before giving your answer in confusion.*
- ▶ *Be sure to keep the statement in mind when deciding how you feel about that aspect of your school management practices.*

Be frank. Give a true picture of your feeling about your school, school based management practices.

Part I: General Information and Personal Data

Direction: put a tick (✓) in the box prepared.

1. Name of the school

2. Sex Male Female

3. Age

20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	51 and above

4. Service Year

Less than a year	1– 4 years	5– 8 years	9– 12 years	13–16 years	Above16 years

5. Level of Education

12 th or 10 th completer	TTI Graduate	Diploma Holder	1 st Degree (BA/BSc)	2 nd Degree (MA/MSc)

6. Area of Specialization: _____

Part II: Questionnaire that focused on the main issue of research problems for investigation.

Direction: Based on the concept of each item, please try to select the options that directly represent your own position and fill it on the space provided. Similarly write brief answer for the questions which are open ended.

1. Items Related to Power are Listed below. Please show your feelings by selecting the options that represent your feelings.

1= Very low (VL) 2= Low (L) 3= Medium (M) 4=High (H) 5= Very high (VH)

<i>No</i>	<i>Items</i>	<i>1.VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
1	The extent to which school have influence on decisions related to curriculum and instructions					
2	The extent to which school have influence on decisions related to personnel (to hire and fire teachers and supporting staff)					
3	The extent to which school have influence on decisions related to budget					
4	The extent to which School principal has autonomy to over all school activities					
5	The extent to which School principal has the capacities to carry out teacher monitoring and evaluation					
6	The extent to which school has adopted the use of shared decision making with, that is, teams of teachers to take responsibility					
7	The extent to which school principal has encourage and empower staff to take risks					

1= Very low activity or marginal (VL) 2= Low activity (L) 3= Medium or mixed activity (M) 4=High activity (H) 5= Very high activity across the full range of school decision (VH)

<i>No</i>	<i>Items</i>	<i>1.VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
8	How active are the teachers in decision making?					
9	How active are the members of the community in decision making?					
10	How active are the school principals in decision making and the development of school policies?					

2. Items related to knowledge and skill of principals and teachers are listed below. Please, indicate your idea to each item properly.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Partially Disagree (PA) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	1.SD	2.D	3 PA	4.A	5 SA
1	School principals organize and support induction programs for beginner or new teachers in the school					
2	School principals contribute to enhance professional competence of teachers by providing latest information on teaching strategies					
3	School principals facilities situations for teachers to try out new ideas relevant with sharing good teaching practice					
4	School principals organize short term trainings, workshops, seminars and other programs to create a spirit of cooperative working atmosphere					
5	School principals have the knowledge and skills in planning and organizing; engaging in group process; budgeting; developing and monitoring a fiscal plan					
6	School principals have the knowledge and skills in evaluating teaching learning process and reviewing and analyzing data on school performance					

2.8 What do you say about your school management to lead the school? (About their Skills and knowledge, commitment, autonomous, style of leadership etc.)

3. Items related to Information are listed below. Please, indicate your idea to each item properly.

1= Very low (VL) 2= Low (L) 3= Medium (M) 4=High (H) 5= Very high (VH)

<i>No</i>	<i>Items</i>	<i>1. VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
1	The extent to which school information about school goals, mission, and vision regularly disseminated internally and externally					
2	The extent to which school information about school performance regularly disseminated internally and externally					
3	The extent to which school information about school /SBM activities regularly disseminated internally and externally					
4	The extent to which information about research/innovations taking place elsewhere regularly disseminated internally and externally					
5	The extent to which information about student outcome data such as content area achievement, graduation rate dropout rates, regularly disseminated internally and externally					
6	The extent to which school information about detailed schools based revenue and expenditure data by program and student, regularly disseminated internally and externally					
7	The extent to which school staffs surveyed for input to guide school decisions					
8	The extent to which students surveyed for input to guide school decisions					

4. Items related to Rewards are listed below. Please, indicate your idea to each item properly.

1= Very low (VL) 2= Low (L) 3= Medium (M) 4=High (H) 5= Very high (VH)

<i>No</i>	<i>Items</i>	<i>1. VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
1	The extent to which teacher evaluation system based on performance in terms of goals and/or outcomes					
2	The extent to which school evaluation system based on performance in terms of goals and/or outcomes					
3	The extent to which systems for tying rewards at the school to performance					
4	The extent to which school recognize individuals for their performance results					
5	The extent to which school recognize and celebrate the accomplishments of your school's students and staff					
6	The extent to which school community and PTAs participate in evaluation of school performance					

5. Items related to Leadership are listed below. Please, indicate your idea to each item properly.

1= Very low (VL) 2= Low (L) 3= Medium (M) 4=High (H) 5= Very high (VH)

<i>No</i>	<i>Items</i>	<i>1. VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
1	The extent to which principal focus on managing the change process					
2	The extent to which principal focus on building the school climate					
3	The extent to which principal focus on optimizing the availability of resource (finding ways to get them and/or reallocate them)					
4	The extent to which Roles, responsibilities and skills of principals, teachers and PTAs are defined to lead school activities					
5	The extent to which principal motivate, inspire, encourage, communicate information and facilitate participation in SBM					
6	The extent to which principal viewed as a leader in the area of curriculum and instruction					

6. Items related to Resources and community participation is listed below. Please, indicate your idea to each item properly.

1= Very low (VL) 2= Low (L) 3= Medium (M) 4=High (H) 5= Very high (VH)

<i>No</i>	<i>Items</i>	<i>1. VL</i>	<i>2. L</i>	<i>3. M</i>	<i>4. H</i>	<i>5 VH</i>
1	The extent to which the school has developed linkages with the community that provides educational opportunities for students					
2	The extent to which the school has structure that enable community participation					
3	The extent to which Parents are encouraged to participate in the school affairs					
4	The extent to which parents participate in the management of the school					
5	The extent to which Parent teacher association active in the school for resource generations					
6	The extent to which Parent provide both financial and material support to the school					

7. Items related to Curriculum and Instructions are listed below. Please, indicate your idea to each item properly.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Partially Disagree (PA) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>1.SD</i>	<i>2.D</i>	<i>3 PA</i>	<i>4.A</i>	<i>5 SA</i>
1	School has established clear, achievable goals for curriculum, instruction, and assessment practices within school teachers					
2	New instructional approaches have been adopted that oriented toward active learning					
3	New instructional approaches have been adopted that are oriented toward cooperative learning					
4	There are shared understanding among teachers about the instructional direction of the school					
5	School principals enhances and improves instructional effectiveness in promoting student learning					
6	School principals practice assists teachers in evaluating the existing teachers guide and students textbook for further improvement					
7	School Based management (SBM) create better teaching/learning environment for student achievements					

III Overall comments

1. According your view, what are the challenges have been confronting the practices of SBM in your school?

2. What are the possible solutions do you suggest to overcome these and other challenges for better practices of SBM?

Appendix-B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Semi-structured interview guidelines for KETB and PTAs

The main objective of this interview guideline is to collect extensive information about the practices of school based management in secondary schools. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Thank you in advance for your cooperation!

Part one: General Information and Personal Data

Sex: _____ Age: _____ Level of Education: _____

Experience: As a teacher _____ as principal _____ as PTAs _____ as KETB _____

Current position: _____

Part two: Give your response to the questions raised by the researchers in short and precisely.

1. What is your perception on SBM and school improvement?
2. How are decisions taken in your school? Who are involved?
3. How important school decision, information, performances, and budget revenue and expenditure disseminate for school community?
4. What are leadership challenges with regard to SBM that hinder its proper implementation?
5. How do you perceive the principal's leadership role in SBM and school improvement?
6. How do you perceive the relationship between the Woreda Education Offices and schools? And how these relationships affect decision-making at school level?
7. What do you perceive the roles of head teachers (school principal), teachers and parents and communities in decision-making at school level?
8. Do the SBM exercise real power in decision making on budget, personnel, and curriculum?

Appendix -C

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Document Review Checklist

Document review checklist will conduct based on the following school documents.

No	Items	Availability	
		Yes	No
1	Annual and strategic plan document that consists Vision and mission of the school		
2	Documents like school agenda that show the participatory decision making of SBM on budget, personnel, and curriculum and instruction		
3	Staff development process/induction program report		
4	School information data base and out comes, revenue and expenditure		
5	Report document (performance progress report, training report...		
6	Staff performance evaluation format/contents		
7	School rewarding strategies (compensation structure)		
8	SIP document, Participation of community and parents in the school affairs. Community contribution is evident in terms of money, material, labor...		