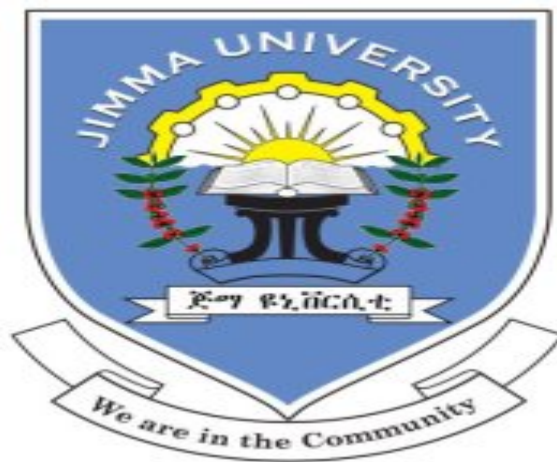


**THE PRACTICES, CHALLENGES AND OPPORTUNITIES OF
SCHOOL BASED MANAGEMENT IN GOVERNMENT SECONDARY
SCHOOLS OF JIMMA ZONE**

**BY
GUDISA GIRAGN WAKWEYA**



**JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES,
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**DECEMBER, 2021
JIMMA, ETHIOPIA**

**THE PRACTICES, CHALLENGES AND OPPORTUNITIES OF
SCHOOL BASED MANAGEMENT IN GOVERNMENT SECONDARY
SCHOOLS OF JIMMA ZONE**

BY

GUDISA GIRAGN WAKWEYA

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES, JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ART IN EDUCATIONAL LEADERSHIP**

**MAIN ADVISER: DR. TADESSE REGASA (PH. D, ASSOCIATE
PROFESSOR)**

**CO-ADVISER: MR. FREW AMSALE (M.A, ASSISTANT
PROFESSOR)**

**DECEMBER, 2021
JIMMA, ETHIOPIA**

DECLARATION

I, the undersigned, declare that this thesis entitled as “Practices, Challenges and Opportunities of School Based Management in Government Secondary Schools of Jimma Zone” is my original work that has never been submitted to any other institution for the award of any Degree and that all sources that have been referred to are acknowledged with complete reference.

Researcher’s Name

Signature

Date

Gudisa Girag Wakweya

ADVISORS APPROVAL SHEET

This thesis entitled as “Practices, Challenges and Opportunities of School Based Management in Government Secondary Schools of Jimma Zone” has been submitted for examination under our approval as university thesis advisors.

Main Advisor

Signature

Date

Dr. Tadesse Regassa (Ph.D., Associate Professor)

Co-advisor

Signature

Date

Mr. Firew Amsale (M.A, Assistant Professor)

BOARD OF EXAMINERS APPROVAL SHEET

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

As members of Board of examiners the final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by Gudisa Giragn titled, “**Practices, Challenges and Opportunities of School Based Management in Government Secondary Schools of Jimma Zone**” and recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in Educational Leadership.

BOARD OF Approval:

_____	_____	_____
Chairman name	Signature	Date
_____	_____	_____
Department Head Name	Signature	Date
_____	_____	_____
Advisor Name	Signature	Date
_____	_____	_____
Internal Examiner Name	Signature	Date
_____	_____	_____
External Examiner Name	Signature	Date
_____	_____	_____

ACKNOWLEDGEMENT

First and foremost, I would like to express my heartfelt thanks to my charming main advisor Dr. Tadesse Regassa (Ph.D, Associate Professor) and Co advisor Mr. Frew Amsale (M.A, Assistant Professor).

Secondly, a special thanks to my dear friends who in many ways contributed to this effort through their friendship, encouragement, and motivation. My profound thanks go to Mekuwanint Shiferawu and Gerremewu. They read chapters of this study and provided helpful comments, and providing his necessary resources in undertaking my study.

Thirdly, I want to thank my family especially Redwan Abbagidi, Teferi Mekuria, and Negume Girang for their moral support and encouragement and also financial as well as by materials and moral support starting from the initial to the completion of this research work.

Last, but not least, I would like to send my sincere thanks for Jimma Zone sample secondary school principals, teachers, PTSA and KETB members and students for their participation to give necessary information, through questionnaire, interview, FGD and document analysis to finish the study successfully.

Table of Contents

Contents	Page
ACKNOWLEDGEMENT	I
ABBREVIATIONS AND ACRONYMS	VI
<i>ABSTRACT</i>	VII
CHAPTER ONE.....	1
INTRODUCTION	1
1.1. Background of the Study	1
1.1. Statement of the Problem	3
1.2. The Objectives of the Study.....	5
1.3. Significance of the Study	6
1.4. Scope of the Study	6
1.5. Limitations of the Study	7
1.6. Definitions of Key Terms.....	7
1.7. Organization of the Study	8
CHAPTER TWO.....	9
REVIEW OF RELATED LITERATURES	9
2.1. Concept of School Based Management.....	9
2.2. The Objectives of School Based Management	9
2.3. Benefits /Advantages/ of School-Based Management	10
2.4. Disadvantages of School Based Management	10
2.5. School-Based Management Models	11
2.6. The Components of School Based Management	12
2.7. The Practice of School Based Management around the World	12
2.8. The School Based Management Practices in Ethiopia	17
2.9. The Situation of School Based Management in Oromia	20
2.10. The Benefits of School Based Management in Ethiopia.....	21
2.11. Implication of School Based Management.....	21
2.13. Opportunities for Implementing School Based Management	24
2.14. The School Based Management Challenges in Ethiopia	25
2.15. Conceptual Framework the Study.....	26
CHAPTER THREE	28
RESEARCH DESIGN AND METHODOLOGY	28
3.1. Research Design	28

3.2. Research Method.....	28
3.3. Data Sources.....	28
3.4. Population, Sample Size and Sampling Techniques	29
3.5. Data Collecting Instruments of the Study.....	30
3.5.1. The Questionnaires	31
3.5.2. Interview	31
3.5.3. Focus Group Discussion	32
3.5.4. Document Review.....	32
3.6. Pilot Test	32
3.7. Procedures of Data Collection	33
3.8. Methods of Data Analysis.....	34
3.9. Ethical Consideration.....	35
CHAPTER FOUR.....	36
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	36
4.1. General Characteristics of Respondents.....	36
4.2. Presentation, Analysis and Interpretation of the main Data.....	38
4.3. The Practices of School Based Management	38
4.3. Challenges of School Based Management Practices	61
4.4. Opportunities to Enhance SBM Practices	68
CHAPTER FIVE.....	71
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	71
5.1. Summary of the Major Findings	72
5.2. Conclusions	77
5.3. Recommendations	78
REFERENCES.....	80
APPENDICES.....	I
Appendices A: English Questionnaires	i
Appendices B: Afan Oromo Questionnaires	viii

List of Tables

TABLES	PAGES
TABLE 1: DEVELOPED AND DEVELOPING COUNTRIES WHICH INTRODUCED AND IMPLEMENTED SBM REFORMS: ..	12
TABLE 2: ASSESSMENT OF PROGRESS TOWARD SCHOOL-BASED MANAGEMENT	18
TABLE 3: PHASE I AND II, 2013-2020 IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN ETHIOPIA	20
TABLE 4: LIST OF; POPULATION, SAMPLE, SAMPLE SIZE AND TECHNIQUES OF SAMPLING.	30
TABLE 5: CRONBACH'S ALPHA VALUE OF VARIABLES.....	33
TABLE 6: BACKGROUND OF THE RESPONDENTS	36
TABLE 7: THE MEAN RATINGS OF RESPONDENTS REGARDING INTERNAL (LOCAL) RESOURCE MANAGEMENT	39
TABLE 8:THE MEAN RATINGS OF RESPONDENTS REGARDING RECURRENT BUDGET APPROVE	43
TABLE 9:THE MEAN RATINGS OF RESPONDENTS REGARDING PROCUREMENT	47
TABLE 10: THE MEAN RATINGS OF RESPONDENTS REGARDING PERFORMANCE APPRAISAL OF TEACHERS	51
TABLE 11: THE MEAN RATINGS OF RESPONDENTS REGARDING TO MANAGEMENT OF DISCIPLINE	55
TABLE 12:THE MEAN RATINGS OF RESPONDENTS REGARDING REWARD TEACHERS.....	58
TABLE 13: THE MEAN RATINGS OF RESPONDENTS REGARDING CHALLENGES OF FINANCIAL MANAGEMENT.....	61
TABLE 14: THE MEAN RATINGS OF RESPONDENTS RELATED TO CHALLENGES OF PERSONNEL MANAGEMENT.....	66
TABLE 15: SCHOOL REVENUEUS OF 2012 E.C.....	70
TABLE 16: INDICATORS OF SCHOOL INPUTS AND OUTPUTS OF SCHOOLS 2010-12 E.C	70

List of Figure

Figure

Page

FIGURE 1: CONCEPTUAL FRAME WORK OF THE STUDY 27

ABBREVIATIONS AND ACRONYMS

ACE-	Community Education Association (Asociación Comunitaria Educación)
CBPED-	Community Managed Program for Educational Development
COVID19-	Corona Virus Disease
EEDR	Ethiopian Education Development Roadmap
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education Training Policy
EWCP	Education with Community Participation
FGD	Focus Group Discussion
GER	Gross Enrolment Rate
GTP	Growth and Transformation Plan
ICS	International Child Support
JZEO	Jimma Zone Education Department
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NER	Net Enrolment Rate
OREB	Oromia Region Education Bureau
OECD	Organization for Economic Cooperation and Development
PTSA	Parent Teachers Student Association
SBM	School Based Management
SIP	School Improvement Program
SMC	School Management Committee or the whole name of PTSA and KETB
SPSS	Statistical Package of Social Sciences
UNESCO	United Nation Education Science and Culture Organization
WSD	Whole School Development
WEO	Woreda Education Office

ABSTRACT

The purpose of this study was to assess the Practices, Challenges and Opportunities of SBM in government secondary schools of Jimma zone. To conduct this study a descriptive survey research design was employed. A total of 301 respondents (161 teachers, 63 SBM groups for questionnaires, 49 student councils for FGD, 7 WEO Vice, 7 supervisors, 7 PTSA and 7 KETB for interview) were included in the study. The schools, principals, head of KETB, PTSA, WEO vice officers were selected using purposive sampling methods. Teachers, student councils were selected using lottery method simple random sampling. Descriptive and inferential statistics were used to analyze data from questionnaires. Qualitative data were interpreted in words to triangulate the quantitative findings. The results of the study indicated that, the management of discipline and reward teachers was perceived as sufficiently practiced. On the other hand challenges of SBM are, SMC lack sufficient training, participatory non school grant budget preparation, general school budget plan approved by KETB, absence of external auditing, inadequate amount of fund, lack of effective utilization of available resource, low community participation, SMC members lack of commitment, lack pre-appraisal orientation and post feedback for teachers on performance appraisal. The qualitative results well confirmed the quantitative results. Additionally, qualitative findings indicated lack of accountant and cashier. Regarding to opportunities of SBM, the study were indicated community participation, allocation of school grant, block grant and the presence of SMC. Thus, the researcher concluded that although there are various opportunities, SBM practices have not been implemented properly. Finally, to improve the challenges, recommendations were forwarded to REB, ZEO and WEO they have to train SMC, improve their follow up, strengthening external auditing, and employ financial personnel. SMC should have to manage financial and personnel depend on guideline and properly used the available opportunities of SBM.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

1.1. Background of the Study

A simple definition of SBM is the decentralization of authority from the central government to lower levels of government or schools (Bruns, Filmer and Patrions, 2011). SBM is the transfer of responsibilities and decision-making over school operations and school management to principals, teachers, parents, sometimes students and other school community members (Caldwell, 2005). SBM is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring and evaluation for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools.

SBM varies according to whom the authority for decision-making is devolved (e.g. principal, teachers, parents, or a combination between the three) and the activities over which authority is being provided (e.g. financial management, infrastructure improvement, monitoring and evaluating of teacher performance and student outcomes (Magdalena et al, 2014).

Scholars such as Botha (2011) stated the SBM empowers the school leaders to sourcing, mobilizing, allocating and utilizing financial and human resources effectively and efficiently in a sense of transparency and accountability to ensure schools effectiveness. Another scholar Hogue (2007) confirmed SBM enhance the local decision-makers to adapt the appropriate mix of inputs and education policies to meet local realities and needs so as to facilitate school effectiveness.

Now a day's many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investment especially in developing countries (Gertler, et al 2007). According to Mohamed (2018), the successful implementation of SBM requires several preconditions to be met at the local level

such as: Possess strong support from SMC and principal must share the authority with teachers and SMC.

The practices of SBM in Ethiopian schools was introduced and widely used following the introduction of decentralized educational management system since the implementation of current ETP, of the country (MOE, 2005). This is because previously the education sector of our country was faced with very high problems on these issues (MOE, 2000). For example, in 1994, the GER was 30% at elementary, 13% in secondary and less than 1% at tertiary levels. These limitations enforced the government of Ethiopia in developing new ETP and giving high concern on decentralized education management that later focus more on the SBM practices by devolving duties, responsibilities and authorities to local schools which systematically and gradually intend to alleviate above mentioned educational problems (MOE, 2002; Workneh, 2012).

The government also designed the ESDP, which is a long range-rolling plan with a focus on the comprehensive development of education over 20 years' period. The final goal of the ESDP is improving quality, equity and efficiency of the system at all levels which calls for strong SBM practice in all regions of the country.

Some of the problems that SBM stakeholders might encounter include difficulties of coordination, low parental participation, and under funding of education by governments (Herman, 1993). The problems that are confronting the implementation of SBM include poor resources in schools, lack of professional development for school leaders and confusion on the part of school councils in relation to their roles and responsibilities (Nigist, 2019).

Low community participation, block grant fund for schools was inadequate, schools have no adequate infrastructure, lack of necessary resource and trained manpower at the local level are potential challenges for the successful implementation of the decentralization of education and the promotion of community participation and hence for local educational development (Obsa, 2010).

Generally, implementation of SBM over the world as well as in our country concentrates attention on enhancing the autonomous and responsibility of site managers, empowering the local community in decision-making of school affairs, encouraging the involvement of school community in SIP, developing the transparency and accountability of both top and site leaders,

making cooperation among members of school to ensure the effectiveness of school through achieving enhanced students learning outcomes (MOE, 2010).

Therefore, this study was intended to assess the practice and the most deterring challenges which are constraining SBM process and opportunities of SBM in government secondary schools of Jimma zone.

1.1. Statement of the Problem

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

Given the importance of theories focus on the organizational structure and the position of the decentralization of education in the country, the most important point that should be considered include: lack of awareness of stakeholders, low parental participation, lack or shortage of qualified manpower and unfamiliarity with guidelines, lack of control system, these are the main barriers tend to be focusing on the core operations or the management of the school (Fallahi and Matin, 2016).

Belayneh (2018), the SBM practices were constrained with problems such as: lack of effective monitoring and evaluation procedures, lack of parental support. The budget preparation, implementation and evolution processes lacked the participation of stakeholder, lack of financial skilled man power, lack of relevant training, absence of internal and external auditing activity were the major challenges of financial utilization in secondary schools (Meded, 2019). The existing staff evaluation practices had low effect on improving teaching learning process. Teachers were little or not informed about their strengths and weaknesses through evaluation

process periodically and low rate of usage performance result for further placement, rewards, promotion and/or punishment (Seyoum, 2011).

Schools are largely dependent on governmental and non-governmental organization or donors for its sources of finance rather than generating their own internal income. The stake holders' participation was not well known and highest as much as the expected degree of participation, there was low participation of school committee on budgetary issue and this situation is the manifestation of the absence of integration, cooperation, and common decision among schools and school committee, the absence of external audit can reduce proper implementation of school finance and can put schools below its standards (Israel and Endale, 2019).

Additionally, Seyoum (2011), identified poor performance appraisal system absence of facilitating trainings, and rewarding of teachers as critical weaknesses and limitations to function properly, let alone to achieve quality education.

The SBM practices empower the commitment and autonomy of local school leaders in changing the progress of their schools (Bandur, 2012). In contrary the practices of SBM according to 2012 Jimma ZEO report, related to infrastructure; student-classroom ratio of Jimma zone secondary schools are 1:68 this was below the standard of 1:40. According to the inspection report undertaken through 70 secondary schools of JZED level 1 schools are 8(11%) the target was 0%, level 2 schools are 44(62.8%) the target was 35%, level 3 schools are 18(25.7%) the target was 50%, there are no level 4 schools but the target was 2%, in relation to national schools" quality standard classification level set by MoE based on input, process and output parameters (MOE, 2020).

However, there was a change regarding to improve school standard still the school standard was low level. The report showed none of the schools has arrived at quality standard level 4, which is the maximum expected quality assurance level (Jimma zone education office, 2012 E.C).

The result of the above report indicated there is great gap on enhancing financial management and personnel management toward school standards, education policy, education guidelines and 10 years' education roadmap, which demands for committed and competent SBM practices.

Therefore, the practice of the education system in Jimma zone faced with a great problem in promoting the schools toward financial and personnel management that needs a strong SBM

practices. Although, different researchers study different area of SBM, still there are problems. So that to fill the gap, this research is unique because of the previous researcher focused on decentralization management systems implemented after 1991 this amendment was lack of properly identified component of SBM. But this research was focused on first phase components of financial and personnel management of SBM that implemented since 2013.

Generally, the purpose of this research was to assess the extent of SBM practices and the most constraining challenges which are affecting the SBM practices. Indeed, it helped to indicate mechanisms undertaken to enhance SBM process in government secondary schools of Jimma zone. Finally, this research was attempted to answer the following basic questions. These are:

1. What are the practices of SBM in government secondary schools of Jimma zone?
2. What are the major challenges that affect the practice of SBM in government secondary schools of Jimma zone?
3. What are the major opportunities of implementing the practices of SBM in government secondary schools of Jimma zone?

1.2. The Objectives of the Study

The study had the following general and specific objectives.

1.2.1. General Objective of the Study

The general objective of this research were to assess the extent to which SBM activities are being practiced, by identifying the major challenges, which affect the practice of SBM and search opportunities which are enhancing the SBM practice in secondary schools of Jimma Zone.

1.2.2. The Specific Objectives of the Study

The following specific objectives were addressed by this research. Thus the study was intended to:

1. To assess the practices of SBM activities in government secondary schools of Jimma zone.
2. Identify the major constraints impeding the practices of SBM in government secondary schools of Jimma zone.

3. To explore the major opportunities of school improvement programme implementation in secondary schools.

1.3. Significance of the Study

The findings of this study believed to have significant contributions in addressing practical problems, policy related issues and further research undertakings as described in the following paragraphs:

- 1) The study may bring the prevailing problems of SBM in school management on the surface that help to selected schools of principals, KETB and PTSA members, Woreda education officials and other concerned take the necessary measures to work for improvement.
- 2) Give relevant information about the situation of SBM (financial and personnel management in secondary schools in Jimma zone
- 3) The findings of the study may have also policy significance. It may provide important information to the national and regional policy makers and program designers so that they will further revise and develop appropriate programs.
- 4) It may also be seen as a starting point for further study on SBM in Jimma zone, thereby stimulating further research to provide valuable insight for other researchers and academicians.
- 5) It develops the individual capacity and strengthening the confidence.

1.4. Scope of the Study

To make manageable and effective, the scope of the study was delimited both geographically and conceptually. Conceptually, its focus was to assess practice, challenges and the opportunities SBM in terms of two selected main components namely; Personnel management (on the aspects of Performance appraisal, Management of discipline and Reward) and Financial management (on the aspects of Internal resources, Budget approving and Procurements) how SBM activities are being, implemented in secondary schools in relation to the MoE and OREB ETP, GEQIP, SIP implementation manuals or guide lines. It was also geographically delimited to 7 government secondary schools found in seven woreda under Jimma ZEO namely: Dedo, Nedigibe, Gera, Sekachekorsa, Kersa, Mana and Shabesombo.

1.5. Limitations of the Study

It is known that research work cannot be free from any limitations. Hence, some limitations are also face in this study These are: Teacher's reluctance to fill out the questionnaire on the expected time and a head of KETB and WEO vice officers are busy and had no enough time to respond to interview; it was not easy to get them for an interview. School directors are busy to show their school documents. Additionally, insufficient contemporary and relevant literature on the topic; especially on Ethiopian context were some of the problems.

Despite these challenges, necessary efforts had been done to maintain the reliability and validity of the study. This was done through politely asks respondents to provide accurate information over and over again. Regarding to reluctance the researcher tolerated the problems and repeatedly communicated with them going to office and kebele and conducted the interviews and attempted to make the study as complete as possible.

1.6. Definitions of Key Terms

For the purpose of this study, the following terms were contextually defined as follows:

School based management (SBM): Some formal authority to make decisions in the domains of budget and personnel is delegated to and often distributed among school management to principals, parents, students and other community members (Bauch and Goldring, 1998).

Principals/directors: - is the head and deputy of the schools who take the front responsibilities of the school activities.

Personnel Management: - is the management of activities to ensure effective and efficient use of human resource to accomplish organizational goals.

Performance appraisal: - is the process of formally evaluating teachers work performance and providing feedback on his/ her performance. It is the periodic assessment of teacher's job performance and behavior.

Financial management: is that managerial activity or the process of managing school funds which is concerned with the planning, sourcing, implementing and controlling of the school financial resources.

Secondary school– Schools whose grade ranging from grade 9-12 new road map (EEDR: 2019).

1.7. Organization of the Study

This study is organized into five chapters. Chapter one presents the background of the study, statement of study problem, objectives, significance, delimitations, limitations, definition of key terms. The chapter two covers review of the related literature. Chapter three presents the research methodology. This describes the research design, the target population, sampling techniques, sample size, research instruments, piloting, instruments validity and reliability, data collection procedure and data analysis techniques. Chapter four present data obtained from respondents, its analysis, interpretations and discussion. Chapter five contains the summary of findings, conclusions and recommendations. Finally, references and indexes are attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. Concept of School Based Management

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

According to Bucharest and Romania (2014) SBM is the granting of broad autonomy at the school level in order to be able to manage resources and sources of funds and allocate according to the level of need. The basic principles around SBM is that giving school level actors more autonomy over school affairs will result in school improvement as they are in better position to make decision to meet the school needs in a more efficient manner (Malen, et al, 1990).

Generally, SBM is a management framework, which is school-based student centered and quality focused through devolution of responsibilities. Schools are providing with enhanced flexibility and autonomy in managing their own operations and resources to provide an environment that may facilitates continuous improvement.

2.2. The Objectives of School Based Management

The main objective of SBM is to improve the efficiency, quality and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources and participation community. Quality improvement is obtained through parental participation, flexibility in school management, the presence of prizes and penalties as controls (Mulyasa, 2004).Raden et al (2019) the effectiveness of education is an indicator of the success of schools using school-based management to achieve their goals.

The objective of SBM is to empower and given full autonomy and freedom for school site leaders, enhance service deliver and quality of output will improve and implementation efficiency increases drastically (Donald and Boon-Ling, 2007). In Ethiopia the major objectives

of the current education policy were enhancing the relevance, quality, equity, access and efficiency of education system by enhancing decentralization (MOE, 1994).

2.3. Benefits /Advantages/ of School-Based Management

Some benefits of SBM for critical decision-making at school level. First, as Dunne et al. (2007) have pointed out, SBM 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).

Second, SBM leads to a change in school management. In many developing countries the school administration is a combination of head teacher, teachers, school administrators, community representatives and local government authorities. The SBM process has achieved important outcomes as school administration and communities play greater roles in building classrooms, monitoring and raising community contributions (Dunne et al, 2007).

Third, the SBM of school management can make decision-making more democratic and lead to improved efficiency and effectiveness. According to Vegas (2007), devolution of decision-making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, and better parent-teacher relationships.

According to World Bank (2014) the effects of the SBM reforms are grouped into five main categories: (1) effects on access (coverage), (2) effects on student test scores, (3) effects on internal efficiency indicators (dropout, failure, and repetition rates), (4) effects on parental and community involvement, and (5) effects on other indicators. Moreover, the main benefits of SBM are strengthening community participation in school activity this indicate the community while involve on school activity the also follow their student learning progress.

2.4. Disadvantages of School Based Management

Extra financial assistance is needed: To do the job right, a task force needs some funding. No task force should try to make recommendations without the help of a successful, recognized SBM consultant (Neal, 1991).

Extra time on the part of everybody is required: Teachers and parents must serve on site committees. Principals must not only serve on such committees, but must learn how to write school plans, develop school budgets, follow new bookkeeping procedures, and learn new skills of leadership through collaboration (Neal, 1991).

Labor relations may become a problem: It may not be easy for school board members to "let go." Many believe that power is a necessary tool in running the schools. Many believe in "top-down" management. Some much prefer a highly centralized management structure within which principals are told what to do.

2.5. School-Based Management Models

There are many forms or types of SBM programs that vary as to who has the power to make decisions, how much decision-making power they have, and over what aspects of education they may exercise that authority. There are 4 SBM models define who can decision making power: (1) Administrative-control SBM—in which the authority is devolved to the school principal. This model aims to make each school more accountable to the central district or board office. The benefits of this kind of SBM include increasing the efficiency of expenditures on personnel and curriculum and making one person at each school more accountable to the central authority.

(2) Professional-control SBM—in which the main decision-making authority lies with the teachers. This model aims to make better use of teachers' knowledge of what the school needs at the classroom level. Full participation in the decision-making process can also motivate teachers to perform better and can lead to greater efficiency and effectiveness in teaching.

(3) Community-control SBM—in which parents have the major decision making authority. Under this model, teachers and principals are assumed to become more responsive to parents' needs. Another benefit is that the curriculum can reflect local needs and preferences. and

(4) Balanced-control SBM—in which decision making is shared between parents and teachers. Its aims are to take advantage of teachers' detailed knowledge of the school to improve school management and to make schools more accountable to parents. (World Bank, 2009).

The administrative control model can never exist in its pure form since principals can never operate on their own in practice. Principals need other people to work for them and to help them to make decisions for the school. Existing models of SBM around the world are generally a

blend of the four models described above. In most cases, power is devolved to a formal legal entity in the form of a school council or school management committee, which consists of teachers as well as the principal. In nearly all versions of SBM, community representatives also serve on the committee or group. As a result, school personnel can get to know the local people to whom they are ultimately accountable, and are thus more likely to take local needs and wishes into account when making decisions in the knowledge that local residents can monitor what the school professionals are doing to bring about change. Although community involvement can improve program planning and implementation in these ways, occasionally school personnel involve community members only superficially in a way that does not complicate the lives of principals and teachers (World Bank, 2007b; and Cook, 2007). Parents and community members have roles to play in SBM, but these roles are not universally clear and not always central. However, in some cases, the legal entity that has the main authority to implement SBM is a parents' council, though they cannot operate successfully without the support of teachers and the principal.

2.6. The Components of School Based Management

SBM components are different from state to state, even within state different from region to region. Although different authors differ on specific components of SBM, but all of them are emphasize improved educational outcomes. Alison (2004), identify 8 components of SBM: leadership competence and work relationships; school policy; decentralization; staff coordination and effectiveness; staff development; financial planning and control; resources and accommodation; and self-evaluation.

There are 7 components in SBM include: management of curriculum and teaching programs, management of teaching staff, management of students, financial management and financing, management of educational facilities and infrastructure, public relations management and special service management (Lazwardi, 2018). According to Bauch and Goldring, (1998) there are three major Domains of SBM: Budget, Personnel and Program (SIP).

2.7. The Practice of School Based Management around the World

Table 1: Developed and developing countries which introduced and implemented SBM reforms:

Country	Date first implemented	Purposes of/ impetus for reform
United States	1970 and 1980	Increasing budget allocation, empowering teachers, and involve the community in schools; some reforms (such as in Chicago) made improving student achievement an explicit objective.
Canada	1970	Increasing parental and community participation in education and grant schools more autonomy.
Australia	1970	Increasing efficiency through near-total autonomy and provision greater equity among schools.
UK	1988	Giving schools financial autonomy and increase school effectiveness.
New Zealand	1990	Increasing community autonomy and efficiency, established a national curriculum, and allocation budget.
Hong Kong	1991	Increasing accountability, participatory decision-making and school effectiveness.
Uganda	1993	Increasing powers and resources to local councils and democratic participation and control over decision-making by people concerned.
Mexico	2001	Increasing parental participation in rural schools.
Qatar	2003	Increasing a variety of schooling alternatives to improve education, decentralization the schooling system, and increase accountability.
Kenya	2003	Increasing accountability of schools and teachers by improving incentives and improve school management.
Indonesia	2005	Increasing accountability and responsibility to parents and students and enhance the role of school Committees.
Senegal	2008	Improving teachers training develop school quality and provide more educational resources into schools.

Source: The World Bank, (2007); Barrera-Osorio et al, (2009); and Zajda and Gamage (2009)

SBM programs are implemented in many developed and developing countries and take many forms as their administration systems. For instance, budget allocation; rare in developing countries, except grants for school improvement plans, curriculum development: very rare in developing countries, textbook and other educational material procurement; more common in developing countries, infrastructure improvement; very common in developing countries,

monitoring and evaluating of teacher performance and student learning outcomes; usually a part of school improvement plans, but rarely included even in SBM reforms (Barrera-Osorio 2009)

To sum up, most countries both in developed nations and developing countries have adopted SBM to empower SMC by devolution of authority. This technique is employed to extend power to the people that are close to the core of service will increase the efficiency.

2.7.1. Financial Management

Financial resource management in line of SBM starts with approving school development plan, annuals school plan and school budget. Properly manage government and non-government funds to make sure the wise use of resources (Oumer, 2009, Lazwardi 2018). Munge et al (2016) financial management is concerned with organization's decisions on how to source for funds, how to control financial resources through financial controls, prudent allocation of financial resources and accountability measures.

The good financial management participate students' family, community members and staff when making financial decisions and while budget planning, approval, implementation, and review. Allocating, sourcing and managing financial resources are a serious dimension of SBM. Good management of school finances means that principals should involve parents, community members, staff, and learners when making financial decisions (Chrisfrusa, 2012).

Financial Budgeting

Budgeting may be a plan for action. It is a "blue print." Corbally (1997) also stressed that, if the budget is understandable, accurate and results in efficient fiscal management; it serves its major fiscal purpose. Schools budget is the management process reflecting revenues and expenditures of the various programs in the school, (Van and Kruger, 2005).

In this way, the steps in budgeting are including the development of an educational plan, the preparation of an academic plan, the preparation of a revenue plan, the preparation of a formal budget document, the approval of the budget document. Planning budget alone would not be adequate to bring about desirable result. Further require budgets must be coordinated, monitored, reported and reviewed (Chadwick, 2002). The legality of utilization processes of financial resources can be assured by auditing and reporting. The school is expected unceasingly undergo for these issues for monitoring and controlling their budget.

Financial Resource Auditing and Reporting

Financial audit refers to determining whether the entity's financial information is presented in accordance with the applicable financial reporting and regulatory framework, aiming at enhancing the degree of confidence of the intended users of the financial statements. In the school concern, it is used to verify the fiscal integrity of the school. The auditors may make recommendations for improving the accounting system and procedures of the school (Saavedra, 2002).

Schools would be held accountable for the transmission of financial rules and regulations, wastage of money and delay of planned educational activities without a reasonable cause. Thus, a regulation should be prepared at regional level allowing schools to fully use their internal revenue without dispensing it to the woreda finance office. Although schools may have the right to use their internal income for various purposes, it is advisable that the money is utilized in such a way that could be successful and support the tutorial efforts to the government cited in (MoE, 2002 E.C).

At every level, quarterly, semi-annual and annual work and financial performance reports; and possible solutions will be given. According to ESDP-II, (2002) Schools would prepare their reports and get it evaluated along with the KETB and submit the reports to the woreda education office within five days after the end of the quarterly year.

Sources of Finance for Education in Ethiopia Today

The sources of this finance are government, internal income of school self, private investor, community participation and NGO (MoE, 2002). However, the financial, labor and material contribution of the community as well as school's internal income would complement to a certain extent the government efforts in this regard. In addition, there could be support from non-governmental organization and the private sector. The government covers the lion's share of the cost for educational activities. The government's budget should be used as last resort finance to fill the financial gap required for the construction and furnishing of schools, for teachers' salaries as well as for running cost. Schools have the responsibility to generate and use their own income.

In addition, to this for school, there is a finance to assist GEQIP there is school grant budget. According to MoE (2001), School grant budget given for public governmental school to bring

education quality in the schools, and this budget is to help other school sources of budget, but not replace them, this means education quality needs more finance, so only government cannot cover all budget needed for the school, so it needs citizen participation in the country, specially school community and non-governmental organization. PTSA in schools will play a key role in the management of School Grants (The School Grants Guideline, 2018).

2.7.2. Personnel Management

Educators are the most important thing in an educational institution, because it is the driving force and change, not only as an agent of change but also as a person, who educates, directs, guides, and evaluates his students so that he is able to achieve the desired goals.

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

In the process of monitoring and evaluation, the principals can encourage cooperation, teamwork, and commitment; and emphasize the development of human resources; provide praise, recognition and tangible reward for encouraging outstanding performance at difference levels; and cultivate an open climate of learning and development in assessing the performance of individuals, groups and the whole school. A realistic in-service approach to performance appraisals must have high expectations to define principal and teacher roles by school board members in narrowly prescribed ways and meaningful input with extensive feedback on a thorough process of performance review in punitive spirit within the schools (Alison, 2004). According to Ahmad et al (2021), praise or reward is a personality trait that encourages an individual's willingness to perform specific tasks in order to achieve an objective

Staff Performance Appraisal

Performance appraisal is a process of evaluating employee performance to guide and develop the staff potential. As widely used the purposes of good performance appraisal are: (a) to provide feedback and guidance, (b) to set performance goals, and (c) to provide inputs for management of pay administration, rewards, and promotion. Pareek & Rao (1992: 233) also observed that the steps involved in effective performance appraisal: (a) identification of key performance areas and

setting yearly objectives under each key performance area, (b) identification of critical attributes for effective performance, (c) periodic review of performance, and (d) discussion of performance with employees.

2.8. The School Based Management Practices in Ethiopia

Decentralization has been a key education reform in Ethiopia, with important responsibilities already having been transferred to the regional, woreda and school levels. Regions and woreda have the authority to make teacher and other staff positions, fill those positions, and take disciplinary action. In addition, community engagement in the management and financing of school education has increased due to the institutionalization of parent-teacher associations (PTSA) elected by parents. Ethiopia aspires to further deepen its decentralization policies, specifically by expanding the scope of SBM (Rajendra and Adriaan, 2013).

SBM can make a big contribution to achieving national education goals because it substantially enhances the effectiveness and efficiency of schools. This type of management involves transferring the authority for academic administration, financial and human resources management, and procurement to the school level. The specific features of the SBM model and the phasing of implementation require considerable further analysis and broad stakeholder consultation (Rajendra and Adriaan, 2013). But ideally, a SMC or School Board, formed by parents and under their leadership, would have overall responsibility for school performance, including major management decisions. SMC would primarily focus on resource generation, external linkages, and the monitoring of school activities and performance MoE (2002).

The country has set an ambitious target for the second stage of decentralization MoE (2002): transforming schools into autonomous institutions owned by communities. Ethiopia has managed to attain a significant level of community participation in school management by institutionalizing PTSA elected by parents. This participation takes the form of parents being involved in school financing, planning and monitoring. A sound foundation has thus been created for decentralization to continue to the school level (Rajendra and Adriaan, 2013).

Using a phased approach accompanied by capacity building for stakeholders at all levels, the transition toward full SBM is predicted to steer to more efficient utilization of resources, improved teacher performance, and increased levels of student learning.

2.8.1. Progress Toward School-Based Management in Ethiopia

Table 2: Assessment of progress toward School-Based Management

	Function	Status	Rating
1	Financial Management		
1.1	Internal (local) resources management	Authority to mobilize, retain, and use local resources; kebeles have a role in fixing community contributions	Moderate
1.2	Procurements	Full authority for school grants; full authority for block-grants. Blue Book allows petty procurement only	Moderate to strong
1.3	Recurrent budget approval	Full authority for school grants and, in some schools, block-grants	Moderate
2	Personnel administration		
2.1	Disciplinary action	Authority to take simple disciplinary actions, but in practice superseded by overlapping kebele authority	Weak to moderate
3	Academic Management/curriculum development and implementation/	No authority devolved to school for development and for implementation prescribed on textbooks and reference	Weak

Source: World Bank Study (2013).

2.8.2. Decentralization Model

According to Rajendra and Adriaan (2013), the existing Ethiopian model of school management is close to the balanced-control model but also shares features of the community-control variant, manifested in an influential PTSA formed for a 3-year tenure by a parents-teachers' congress (that is, meeting) (PTC). Given the Ethiopian policy goal of getting local communities exercise full control over schools, as articulated within the Blue Book, and therefore the concomitant expectation of serious community contributions to schools, it would be most appropriate for Ethiopia to opt for the community-control model.

2.8.3. Decentralizing Functions, Staff, and Funds

The Blue Book (2002) defines the function of schools only in general terms. Based on practice on the ground, the primary responsibility for creating a learning environment that ensures students acquire the competencies described in the curriculum lies with schools. To fulfill this responsibility, they are required to complement government resources with community

resources. This is a daunting task. Move to SBM is not just about delegating more functions to schools, it is, most importantly, about better resourcing schools so that they can shoulder this responsibility.

Staff and discretionary funds are the key resources needed to undertake any school management function. Although the general goals of SBM are to offer schools control over their staffs and the funds required to fulfill their responsibilities, many countries have implemented SBM only partially; as a result, the outcomes of the reforms have been mixed (Rajendra and Adriaan, 2013)

2.8.4. Implementing School Based Management in Phases

Available evidence suggests, however, that the full potential of SBM can be exploited only when schools are given full control over these two inputs (staff and funds). Transferring this authority is almost always politically difficult because of the entrenched interests of various stakeholders in perpetuating an existing system—even an inefficient one. This difficulty has led to the adoption of various SBM models, as well as frequent discrepancies between the strength of a model and its expected outcomes. A possible approach to the phased implementation of school-based management is includes only the financial and personnel management aspects of SBM.

The first phase (2013-2015) is designed to build the capacity of schools to make independent decisions on resource generation and the use of all school resources, including government grants and locally mobilized resources. During this phase their capacity to manage funds, assets, and procurement together with accountability mechanisms will be strengthened. Personnel management capacity will be built through independent decisions on staff appraisals, simple disciplinary actions, training selection, and recognition for good work.

During the Second Phase (2016-2020) schools will develop the full capacity to manage financial, procurement, and contract matters. Their personnel management will be further strengthened through decisions on moderate disciplinary actions and most other staff management functions except hiring, firing, and promotion. At the end of the third phase after 2025 schools will have become autonomous institutions owned and managed by the community in partnership with the local government—that is, woredas and kebeles—as envisioned by the ETP and the Blue Book.

Financing are going to be tied to the quantity and quality of services that the government contracts the school to deliver, giving the government greater leverage over the school to deliver these services according to agreed specifications.

Table 3: Phase I and II, 2013-2020 Implementation of School-Based Management in Ethiopia

N	Authority	Phase I: 2013- 2015	Phase II: 2016- 2020
1	Financial Management		
	Determine household contributions to grades 9–12, and other charges	X	
	Merge block and school grants	X	
	Convert all in-kind supplies to cash grants	X	
	Finance school budget by local resources, school grants, and block grants	X	
	Operate school bank account	X	
	Execute school budget, including procurement	X	
	Approve full school budget, including salaries and capital expenditures		X
2	Personnel Management		
	Fix terms of employment of teachers and staff paid with local resources	X	
	Hire and fire teachers and other staff paid with local resources	X	
	Conduct performance appraisal of teachers and other staff	X	
	Take simple disciplinary actions with respect to teachers and other staff (e.g. give verbal and written notice, deduct one month salary)	X	
	Take simple disciplinary action with respect to principals (for example, verbal notice, notice in writing)	X	
	Reward teachers and staff	X	
	Approve leaves of principal, teachers, and other staff	X	
	Select teachers and other staff for training	X	

*Note:*a. With the exception of textbooks until such time as schools are allowed to purchase them.

Source: World Bank, (2013)

2.9. The Situation of School Based Management in Oromia

At the school level, PTSA has been organized to enhance community participation in school activities. However, the desired result in improving the quality of education (providing capable citizens including appropriate knowledge ...) has not been attained (OEB, 2006). To address such problems, the organization and management system of the region has been amended. According

to the amendment, communities are empowered to participate in control and follow up education activities. Moreover, they are empowered to participate in management of resources and participate in the whole development of educational activities in their localities (OEB, 2006).

Accordingly, at the school level, the management of schools is shared responsibility of community representatives and local authorities composed of KETB, which includes (representatives of Kebele council, principal of the school, PTSA members, representatives of teacher's union, women and youth association), in collaboration with other stakeholders. Hence, the effectiveness of school management depends on the collaborative effort of the professionals at school level and other stakeholders.

2.10. The Benefits of School Based Management in Ethiopia

According to World Bank (2014), the evidence available from international experience finds positive effects of SBM reforms on educational variables, such as improved community participation, reduced grade repetition and dropouts and improved attendance rates.

SBM many aspects would change and there would be increased accountability and transparency, efficient use of resources, improved decision making, and timely procurement of resources, better management of staff with the aim of enhancing performance and this in turn would improve quality of education and lead to improved performance in examinations among other things (Demelash, 2020).

According to the MoE (2002), guideline, which is under implementation, clearly defines the duties and responsibilities of each stakeholder in the education sector. As a result, has shown an unprecedented community turn-out, not only in raising funds and constructing classrooms, but also in owning and managing the development of education in their respective communities. KETB and PTSA have become instrumental in lowering dropout and repetition rates and restoring good discipline in schools.

2.11. Implication of School Based Management

Ethiopia issued two policy documents entitled “ETP 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. 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) outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, constructing schools and classrooms and building teachers houses in schools. Community members and parents are members of the PTSA, which were expected to participate in preparing annual action plans (MOE, 2005).

After 2005, the Government acknowledged the importance of school management KETB and PTSA for improving school-based decision-making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education.

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

Alongside ESDPs and GEQIP, the Government has designed and implemented the SIP. One of the focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE 2011). For example, one of the stakeholders described in the SIP is student clubs.

The Role of Student in School Management

Students as decision makers Students such as student council and members of PTSA could be involved as decision makers together with their teachers and directors with regard to the procedural systems, budget allocation, planning of the school and so fund raising. In addition, student participation enables them to take on the responsibility of becoming class captains (monitors) and to manage the class effectively in the teacher's absence (MOE 1998 and SIP frame work (2011).

Powers and Functions of Kebele Education and Training Board

KETB has the responsibility to approve annual plans and budgets of schools and follow up its implementation; increase the awareness of the community; monitor the proper upkeep and use of school property; monitor the performance of the school principal, teachers as well as other non-teaching staff to ensure that the teaching-learning process is carried out as planned; mobilize the community to support school and the like (FDRE, 2002). Additionally, the KETB were expected in helping schools in getting the necessary assistance from governmental and NGO; and in coordinating the support and assistance provided by students and local community (MOE 1998).

Powers and Functions of Parent Teacher Student Association

PTSA are established according to the Guideline of 2002. They instituted with the aim to enhance community participation in planning, financing and good governance aspects of education. Additionally, they are involved in the monitoring of the teaching-learning process which can include taking action against poor performing teachers, financial and material management, monitoring teachers' and students' attendance, take disciplinary measures and also involved in preparing annual plans. Generally according to the MoE 2002 guidelines KETB and PTSA are playing important roles in all aspects of education from generating resources to managing schools.

2.12. Structure for School-Based Management

As part of the SBM approach, overall responsibility for management is usually assigned to a body that represents key stakeholders (parents, teachers, the local administration and/or government, students, and in some cases, employers), most often known as the SMC or School Board. The composition of local PTSA in Ethiopia is close to that of a SMC or School Board. PTSA do not, however, include representatives of the local government or local employers.

To avoid confusion with either existing PTSA or Woreda/KETB, it may be better to refer to this body as an SMC. In the case of the community-control model of SBM, SMCs are accountable to parents—as a rule, to parents' meeting and/or congress. In the case of the balanced-control model, they are accountable to teachers and parents and, through teachers, to the local government and/or administration. This committee may be entrusted with, among other tasks, monitoring the implementation of the annual school plan, auditing the school's statements of account on behalf of the community, and reviewing its annual report (Rajendra, et al 2007).

2.13. Opportunities for Implementing School Based Management

Warwick in Device (1980), effective and efficient SBM system demands intensive exploration of major components/ resource capacity, participation of stakeholders, information and communication system and support from higher authorities while undertaking the SBM.

To implement school-based management system in a number of countries, some issues such as increasing budget allocation, empowering teachers, increasing parental and community participation in, increasing efficiency in school management, increasing community autonomy and efficiency, increasing accountability and participatory decision-making are the major opportunities to strengthen SBM practice (World Bank, 2007).

The opportunity for successful implementation of SBM in Ethiopia there are several factors, according to Ethiopian Policy on Educational Organization and Management (1994 and 2002.), Educational management will be decentralized, Educational institutions will be autonomous in their internal administration. There is a school committee that functions to help implement the SBM in all schools. Structures communities, through PTSA, will be involved in the day-to-day management of schools, which will include monitoring student attendance, performance, discipline, regarding to political support the is KETB its head was chair-man of kebele or municipality.

Government allocation the block grant and School grant to support school activities. The 2002 “Directive for Educational Management,” popularly known as the “Blue Book,” sets out the duties and responsibilities of the various bodies responsible for educational management: Two further duties of schools are defined as: “To enhance their internal income by various means, to use the income generated for expanding and improving quality education” and “To coordinate and facilitate the community and parents around where a school is established so that they can jointly own it, administer it, and give financial assistance” (MOE 2002, section 1.1.5). The community will participate in the management of schools and contribute labor, local materials and cash, based on its own capacity, for the construction of schools and also raising money to cover part of non-salary expenditure of schools as required and as its capacity allows.

ESDP III adopted the policies and programs to strengthen the role of the community in the management and financing of schools will be implemented. The involvement of communities and partnerships with NGO and other donors at woreda level shall be enhanced (MoE, 2005).

The primary objective of GEQIP II is strengthening of educational administration also support SIP and school grants; The SIP will have the objectives of: To ensure good governance and democratic practice in schools accountably and responsibly for its ultimate success and to build the school leadership and administration on decentralization whereby enabling schools to have broader administrative autonomy.

2.14. The School Based Management Challenges in Ethiopia

The basic problems in school financial management include inadequate human resources, low capacity of financial managers to implement financial rules and regulations, having illegal purchasing practices, inappropriate financial planning, and lack of appropriate monitoring and auditing, lack of commitment, transparency and self-assessment were challenges for practicing financial resources management in schools (Asfawu, 2020). Shortage of budget, inadequate skill of directors in evaluation, low community participation was major hindrance of proper implementation of financial resource management (MoE, GEQIP Guidelines, 2018).

Yizengaw & Agegnehu (2021), decision-making process, improper utilization of financial resources and lack of auditing school finance can affect highly the effectiveness and efficiency of financial management in the studied schools.

The critical challenges for ineffective utilization of financial resources in the studied schools are a release of budget allocated to schools very lately, lack of adequate skilled manpower that controls effective budget utilization, engagement of school management on different duties. lack of planning and performing the school activities together with stakeholders, school principals working by their own without inviting others, interferences of school principals in all works, lack of team work approach among Kebele Education and Training Board (KETB), Parent Teacher Association (PTA) and school management and no relevant training on financial control and utilization to stakeholders (Tadiwos, 2014).

According to Seyoum (2011), the major challenges of personnel management are poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers as

critical weaknesses and limitations to function properly, let alone to achieve quality education. Fasika (2020), indicated on her finding teacher were less informed or with no information about their strengths and weaknesses through performance appraisal process conducted periodically and low rate of usage performance appraisal result for further placement, rewards, promotion or punishment.

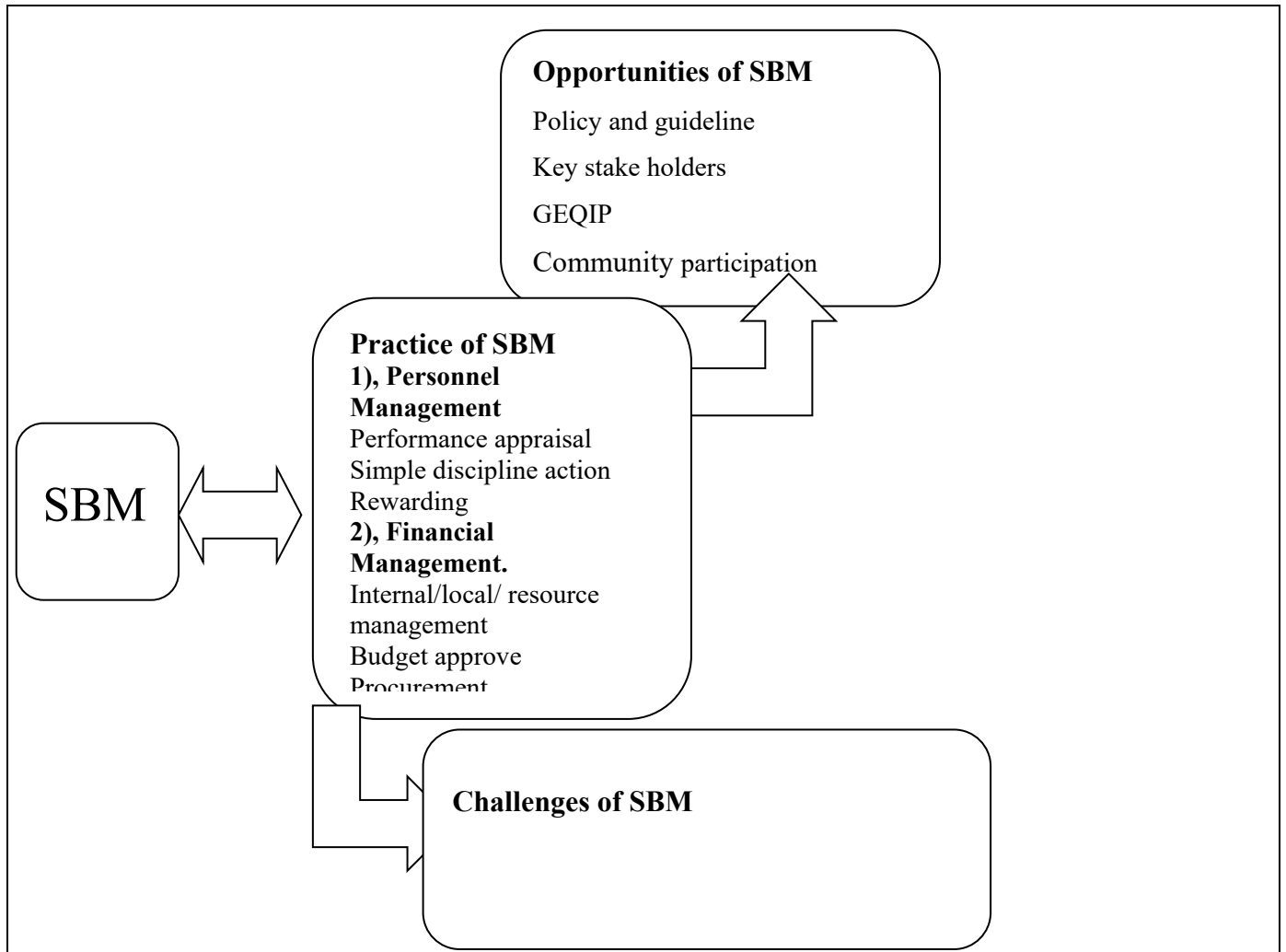
On the other hand, OEB document report (2003), reveals secondary schools faced the problems; absence of rewards and motivation as well as recommendations and views, lack of adequate practices that encourage and promote staff and the absence of transparency in managing human resource, i.e. performance appraisal and the career structure of teachers are not implemented as per the policy and the guidelines that negatively affecting the quality of teaching.

Generally, the leadership capacity on participatory management, monitoring and evaluation is generally weak, limited managerial capacities of educational authorities at the school levels. Lack of transparency and accountability is making the public and the community uncertain. The extent of SBM to school is not to the expected level. The move towards more autonomy with accountability, shifting the locus of control to schools was not materialized (EEDR, 2018-30).

2.15. Conceptual Framework the Study

Although authors differ on specific characteristics of SBM, all suggest that purposes, processes, structures, and roles must all be improved. The conceptual framework for the SBM practices that guided this study was built from a synthesis of literature related to SBM specially focused on World Bank study of SBM in Ethiopian secondary schools and depends on the researcher capacity to manage the study well. The framework identified two critical areas of SBM practices: 1) Personnel Management and 2) Financial management.

Figure 1: conceptual frame work of the study



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Based on a research question, descriptive survey research method was employed for this study. According to Alew (2005), a descriptive survey design used as a method of the study because it was helped to gather a large variety of data related to the study. So that, the researcher insisted on using the descriptive survey method to undertake the study for the nature of the research itself needs wide range of data which can be gained through questionnaire, interview and FGD.

3.2. Research Method

This study was conducted through a mixed method particularly exploratory sequential design because such method ignores the weakness of studying the problem through either quantitative or qualitative method alone, and provides more comprehensive and convenient evidence for the study (Creswell, 2012). Even if it included both, it more focused on quantitative method because the researchers felt that more of quantitative data is important to explore the issue of interest. Therefore, in this study the researcher initially used quantitative method through survey questionnaires, then use semi-structure interviews and FGD. Finally review the documents to substantiate the quantitative data.

3.3. Data Sources

Primary Data Sources

Primary sources of data used in this study regarding to quantitative data were collected by using structured questionnaires from teachers and principals. Regarding to qualitative data was collected by using key informants from WEO vice officers, supervisors, head of PTSA, KETB through interview and student counsel, through FGD. They are selected for they have sufficient information and experience on the issue under the study

Secondary Data Sources

Secondary data used to compare it with the primary data and strengthen the data from primary sources. Hence, secondary sources of data obtained from document were reviewed and analyzed of sample school of annual abstract and minutes PTSA, financial and personnel management,

discipline management documents, monitoring and evaluation related documents. Additionally, the secondary sources of data may unpublished data were obtained from JZEO.

3.4. Population, Sample Size and Sampling Techniques

Population

The administration of Jimma zone has 20 woredas and 1 administrative town, and 104 secondary schools. Out of these, seven woredas, and 7 secondary schools were used as a sample of the study. The total population of the study was 483, i.e. 7 WEO vices officers, 7 supervisors, 22 principals, 363 teachers, 70 student council committees, 7 PTSA and 7 KETB members. The target population of this study are WEO vice officers, supervisors, secondary school principals, teachers, student counsel, PTSA and KETB committee members.

Sample Size and Sampling Techniques

In the targeted group 7 Woreda selected from 21 Woreda by using lottery method simple random sampling technique. One school from each woreda, a total of 7 (33.3%) schools is selected out of the 21 secondary schools found in seven woreda by using simple random sampling technique. Sampling procedure employed in selecting representative sample of teachers for the study from targeted teacher's population were determined by using Yamane sampling calculation formula (Yamane,1967).

$$n = \frac{N}{1+N(e)^2}$$

i.e.: $n = N / (1+N*(e)^2)$ where n is the sample size, N is the population size and e is the level of precision. A 95 % confidence level and $e = 0.05$ are usually assumed The total sample size of the respondents was 301(62.3%) of the study population. Sampling techniques used for this research are Simple Random Sampling and purposive sampling techniques.

As a result, the schools are select through simple random sampling techniques. On the other hand, while WEO vice officer, school's principals, PTSA, KETB and supervisors are select using available sampling because of their responsibilities in their schools, the respected members of teachers and student council committees are select using simple random sampling. of these total sample respondents, the representation of teachers (non-leaders) is 161 (58%), group of

leader's respondents are 63 (58.9%), students counsel respondents 49(70%), head of PTSA respondents 7(100%), school principal's respondents 14(100%), WEO Vice 7 (100%) and head of KETB 7(100%) respectively a total of 301 (62.3%) respondents were selected for this study using simple random sampling and purposive sampling techniques. Finally, the sample size of this research is summarized under the following.

Table 4: List of; population, sample, sample size and techniques of sampling.

No	Target	Population	Sample	%	Sampling techniques'	Instruments of data collection
1	Woreda	21	7	33.3	Simple random	
1	Secondary Schools	21	7	33.3	Simple random	
1	Teachers (non leader)	278	161	57.9	Simple random	Questionnaire
1	teachers members of PTSA	21	7	33.3	Simple random	Questionnaire
2	teachers members of KETB	14	7	50	Simple random	Questionnaire
3	Unit leaders	14	14	100	Availability simple	Questionnaire
4	Department Heads	36	21	58.3	Simple random	Questionnaire
5	Directors	7	7	100	Availability simple	Questionnaire
6	Vice directors	15	7	46.7	Simple random	Questionnaire
	Group of leaders	107	63	58.9		
1	Student Council committee	70	49	70	Simple random	FGD
2	Head of KETB	7	7	100	Availability Sampling	Interview
3	Head of PTSA	7	7	100	Availability Sampling	Interview
4	Supervisor	7	7	100	Availability Sampling	Interview
5	WEO Vice officers	7	7	100	Availability Sampling	Interview
	Total	483	301	62.3		

3.5.Data Collecting Instruments of the Study

The instruments were used to gather the data include both quantitative and qualitative tools of measurements concurrently. In order to acquire the necessary information from participants,4 types of data collecting instruments i.e. structured questionnaires with Likert scale, Open-ended questions, Interview, FGD and document analysis were employed to conduct this study.

3.5.1. The Questionnaires

The questionnaire is convenient to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. It allows the respondents to give information with no threat.

This questionnaire in volve 3 sections. The first section was designed to collect information about the back ground of the respondents like age, sex, educational level, service year, and responsibility. The second section of the questionnaire consists of structured questions prepared to collect detailed information from these respondents, to assess the practice and problems. The structured questionnaires were developed to get accurate information from 161 teachers, and 63, group of leaders to be respond with 5 Likert-Scale rates (i.e. strongly disagree (SDA) = 1, disagree D = 2, Moderate (M)= 3, Agree A = 4, strongly agree SA = 5).

The third section of the questionnaire consists of open ended questions prepared to collect detailed information from 63school leader's category (i.e. directors, vice directors, unit leaders, department head, PTSA member teachers and KETB member teacher'srespondent to assess the challenges and opportunities of SBM. Open ended questions were justified due to the fact that it calls for a free response in the respondents own words (Best and Khan.2003). On the other hand, the researchers focused on gathering and analyzing qualitative data simultaneously to triangulate the quantitative findings. By rearranging and self-made questionnaires were prepared in English and translated to Afan Oromo language for more clarity of concept for respondents and distributed according to their needs.

3.5.2. Interview

Interviews serve to get insight into things that cannot be observed directly such as peoples experience, knowledge, feeling, attitude, perspectives, activities that happened in at some point of time, how people organize and define their activities or the world through questioning them (Patton, 2002).Thus, with this assumption semi-structured interview questions were used to collect deep information from key informants' 7 vice WEO officers, 7 secondary school's supervisors, 7 heads of KETB and 7, heads of PTSA involve in interview question.

The reason for using semi-structured interview questions is that it can permit the exploration of issues, which might be too complex to investigate through questionnaires. Interviews guides

were prepared before the interviews were conducted. The interview questions were prepared in English and translated to Afan Oromo language for more clarity of concept for respondents.

3.5.3. Focus Group Discussion

The FGD is a form of group discussion in which there are several participants ranging from 6 to 10 or 12, who were known to have had a certain experience in a specific issue participate in the questioning of about that experience in a form of particularly fairly tightly defined question and the focus is up on interaction within the group and the joint construction of meaning (Bryman, 2008). The FGD were intend to get understanding of how major school activities were done by the involvement of students, to probe their knowledge and perspectives for holding a certain views and to enhance their roles in school management. With this consideration, discussions were conducted with 49 (7 from each schools) student council committee members. While the discussions were conducted, short notes were taken. The FGD questions were prepared in English and translated to Afan Oromo for more clarity of concept for respondents.

3.5.4. Document Review

Documents are objective sources of data compared to other forms (Merriam, 2001). In light of this; documents were collected to supplement the primary data. These documents include school annual abstract and school financial document, discipline and evaluation committee document, minutes of PTSA the Blue Book, MoE and OEB education policy or guidelines were collected. So the researcher has been analyzed documents from (2010-2012 EC) collected from schools, WEO and ZEO then interpreted in words to triangulate the quantitative findings too.

3.6. Pilot Test

Validity refers the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected (Wallen, 2001). Questionnaires were piloted in Mana Woreda two secondary schools namely Doyo and Mazoriya 2 directors and 28 teachers which are out of targeted schools to ensure its reliability and validity. The pre-test is providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to low quality design elements, such as question, wording or sequence.

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to

another, Jack R. et al (2009). The instruments were tested by Cronbach's Alpha reliability coefficient to establish for the, teachers and principal's questionnaire. A scale is said to have high internal consistency reliability if the items of a scale "hang together" and measure the same construct (Huck, 2007, Robinson, 2009).

In addition to this main advisor and co-advisor and colleagues of the researcher commented on the clarity, content and the size of questionnaires before they were administered. After the dispatched questionnaires were returned, necessary modification on 5 items and complete removal of 6 unclear questions were done.

Table 5: Cronbach's alpha value of variables

No	Variables	Reliability Statistics	
		Cronbach's Alpha	No. of Items
1	Internal (local) resource management	0.691	5
2	Recurrent budget approve	0.707	5
3	Procurements	0.708	7
4	Performance appraisal of teachers	0.676	7
5	Related to Management of Discipline	0.805	5
6	Reward Teachers and Staff	0.791	4
7	Challenging factors of financial managements	0.761	9
8	Challenges related to personnel management	0.734	7
	Overall	0.734	49

As Table 5 shows the results of Cronbach's coefficient alpha is (between 0.676 - 0.805 and overall .734), indicating questions in each construct are measuring a similar concept generally found to be internally consistent. Supporting this, for an exploratory or pilot study, it is suggested that reliability should be equal to or above 0.60 (Straub et al., 2004).

3.7.Procedures of Data Collection

First, the researcher report to JZEO to make clear the objectives of the study and requesting their assistance to facilitate the process of sample selection for Woredas and assisted schools. Secondly, a visit 7 selected WEOs by the researcher to identify sample schools and their total staff members. Third after the identification of the schools the researcher were select teacher's

respondent and oriented about the purpose of the research in detail and the required information about the questionnaires, then personally the researcher distributes prepared questionnaire for principals and teachers then collect it after a week to make it ready for data analysis.

The interview was conducted for WEO vice officers school supervisors, head of KETB, and head of PTSA. The interviews were held based on the appointment given that all ended up in note taking and obtaining relevant documents. The FGD participant's student counsel's committees are formally were discussing at schools this followed by interview. Finally, collect and record information from documents. Additionally, documents are obtained from ZEO and WEO to compensate the documents that are not taken from the schools. The document analyzed by the researcher.

3.8.Methods of Data Analysis

Analysis was made in quantitative descriptive and inferential statistics approach. The data which were collected from different respondents could be categorized and with frequency and then statistical tools (SPSS, 25.0 versions) were employed to analyze and interpret the finding of the study. Percentages and frequency counts were used to analyze various characteristics of the respondents such as sex, age, qualification and service year. Whereas mean and standard deviation were applied to summarize set of numerical data that collect by rating Likert scales questionnaires and on independent variables, in simple and understandable way and to make it easy for further interpretation. Independent sample t-test and p-value was also applied to test whether there was any significant difference between in the response of teachers and SBM groups at the critical t-value $\alpha=0.05$ level of significance.

With specific reference to the analysis of the data gathered through the questionnaire having a five scale extending from extremely low (1) to extremely high (5) for rating and extremely disagree (1) to extremely agree (5) for Likert scale, the results gained in the form of mean values were interpreted as the mean values below 2.50 were considered as low/poor/weak while mean values that extended from 2.50-3.50 were taken as medium, moderate/average/. Mean values that above 3.5 were considered as high.

In other side qualitative data analysis from open-ended questions were mixed in concurrent with discussion of quantitative inquiry examine from questionnaires. Open ended question, interview

and FGD as well as document analysis was held to explore the practice challenges and opportunities to be taken to enhance SBM practices in the secondary schools.

3.9. Ethical Consideration

To access either quantitative or qualitative data in secondary schools of Jimma zone the researcher held permission from Jimma University EdPM department, Jimma Zone Education Office and Woreda Education Office. The study was conducted by considering ethical responsibility. This includes providing information to the respondents the purpose of the study and the use of the information as well. Information that are obtained is held in strict confidentiality anonymity would be kept so that participants would feel free and safe to express their ideas.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis, presentation and interpretation of the data gathered from the respondents through questionnaires, interviews, FGD and document analysis. 224 copies of a questionnaire were distributed to the teachers and leaders group of respondents and 204 (91%) of them were filled out and returned the remaining 20 respondents are not return the questionnaire. Additionally, in this chapter involved the result of interview with 7 WEO vice officers, 7 school supervisor, 7 head of PTSA and 7 head of KETB and FGD with 49 students as well as document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part is complementary to the quantitative analysis.

4.1.General Characteristics of Respondents

Table 6: Background of the Respondents

Type	Scale	School leaders		Teachers	
		Frequency	%	Frequency	%
Respondents by position	Principals and vice principals	14	6.8	141	69.1 %
	Unit leaders	14	6.8		
	Department Heads	21	10.2		
	PTSA member teachers	7	3.4		
	KETB member teachers	7	3.4		
	Total	63	30.9 %		
Sex	Male	56	88.9 %	119	84.4
	Female	7	11.1 %	22	14.6
	Total	63	100 %	141	100
Age	< or = 20 years	-	-	-	-
	21-30 years	5	7.9%	15	10.6%
	31-40 years	30	47.6%	83	58.8%
	Above 40 years	28	44.4%	43	30.5%
	Total	63	100%	141	100%
Qualification	Diploma	-	-	-	-
	Degree	59	93.7%	133	94.3
	Master	4	6.3%	8	5.7
	Total	63	100	141	100
Experience	Bellow 5 years	0	0	7	4.9%
	5-10 years	3	4.7%	10	7%

	11-15 years	22	34.9%	68	48.2%
	above 15 years	38	60.3%	56	39.7%
	Total	63	100%	141	100%

Background information of participants of a study has an important role to play in explaining outcomes. As seen from table 6 above, respondents who were involved in this study represented two major categories. The first category of respondents' embraced the 14(6.68%) school directors and vice directors also teachers who have additional responsibilities of 14 (6.8%) unit leader, 21(10.2%) department head, 7(3.4%) PTSA member teachers and 7(3.4%) KETB member teachers all of them are considered as leader of SBM while the second category consisted of 141 (69.1%) teachers who hasn't the above responsibilities were involved.

In case of sex, respondents in both categories as teachers and as school leader were dominated by their male counter parts representing 84.4% and 88.9% respectively. Women were represented by only 14.6% and 11.1% of teachers and leaders respectively. This implies the prevalence of low participation of women serving as teacher and school leader. Seen over all, 175 (85.8%) of the total respondents (204) were males and 29 (14.2%).

In case of leader's ages, majority 58(92%) participants in the schools were above the age of 30. Leaders having ages more than this may be considered as matured, tolerant and flexible to run leadership activities in organizations (Stogdill, 1974).The rest participants 5(7.9%) were between 21-30, in practice the researcher observed that these ages relay more on adolescent group, sensitive to change but lack tolerance to challenges so any bodies who are involved in SBM practices in secondary schools of Jimma zone under this age group need coaching of their elders or supervision from top leaders.

In case of teacher's ages, majority 126(89.3%) participants were above the age of 30. Teachers having ages more than this may be considered as matured and experienced. The rest Participants 15(10.6%) were between 21-30, in practice the researcher observed that these ages relay more on adolescent group, sensitive to change but lack tolerance to challenges so any bodies who are involved in SBM practices in secondary schools of Jimma zone under this age group need coaching of their elders or supervision from top leaders.

Regarding the qualification of teachers, 133(94.3) were bachelor degree holders and 8(5.7) were Master. Leader's category generally, 59(93.7) were bachelor degree holders and 4(6.3) were Masters, particularly from 14 principals and vice principal 10(71.5%) were bachelor degree holders and 4(28.5%) were Masters regarding to subject wise 9 (64.2%) were non EdPM and 5 (35.8%) were EdPM this was under minimum qualification.

The minimum qualification standard required for principals and undergoing SBM practices in secondary school is Master Degree (MOE, 2012 E.C). But here there are more than average principals at bachelor degree level who are running the practices of SBM with inadequate qualification. It is obvious that principals lacking these skills unable to perform effective practices in secondary schools. So, Woreda education office must give attention to train the leaders with inadequate qualification.

Regarding to experience, in school leader's category 3(4.7%) participants have an experience of between 5-10 years, 22(34.9%) have served from 11-15 years and the left 38(60.3%) have experienced above 15 years. The experience more than five years of service in teaching was expected to be school principal or CRCs supervisor as issued in guide line of ministry of education (MOE, 2006). Thus, the analysis of school leaders experience from the given table pointed that almost all participants in SBM practices in secondary schools of Jimma zone have adequate experience.

Regarding to experience of teachers the majority 123 (87.9%) participants have an experience above 10 years and 17 (11.9%) are served below 10 years. Thus, 87 % of teachers are experienced. Overall, the respondents had adequate experience (both in terms of total years of services in general and on their current positions in particular) to reflect on the issues raised in the intact questionnaire.

4.2.Presentation, Analysis and Interpretation of the main Data

4.3.The Practices of School Based Management

In this section, the variables used for the purpose of this research regarding the school based management practice were briefly discussed. The perceptions of school leaders and teachers on six major variables in SBM practices were analyzed and interpreted. The presentation, analysis

and interpretation of data were concurrently done both through quantitative and qualitative procedures as suggested by Tashakkori & Teddlie (2003).

4.2.1 The Financial Management Practices

Table 7: The mean ratings of respondents regarding internal (local) resource management

No	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	p
			F	%	F	%	F	%				
1	The school has clear guideline for managing budget of school grant	Tea	3	2.13	17	12	121	85.8	3.9	0.81	-2.1	0.032
		SBM		0	13	21	50	79.4	4.1	0.75		
		To	3	1.47	30	15	171	83.8	4.01			
2	Key Stakeholders are get relevant training on financial management	Tea	75	53.2	60	43	6	4.3	2.4	0.5	-2.7	0.006
		SM	39	61.9	19	30	5	7.9	2.6	0.52		
		To	114	56.4	79	39	9	4.5	2.5			
3	Communities provide financial support to the school	Tea	44	31.2	80	57	17	12.1	2.8	0.70	-2.3	0.01
		SM	14	22.2	27	43	22	34.9	3.1	0.43		
		To	58	28.4	107	52	39	19.1	2.9			
4	The school raising different funds from various sources to support the school. include increase internal income and NGO	Tea	36	25.5	54	38	51	36.2	3.35	0.86	1.12	0.09
		SM	14	22.2	23	37	26	41.3	3.4	0.89		
		To	50	24.5	77	38	77	37.7	3.3			
5	The school storekeeper accepts purchased materials by model 19	Tea		0	30	21	111	78.7	3.7	0.56	-3.15	0.001
		SM		0	19	30	44	69.8	4.01	0.79		
		To	0	0	49	24	155	76.0	3.8			
	Total	Tea	158	22.4	241	34	306	43.4	3.2	0.68	-1.82	0.027
		SM	67	21.3	101	32	147	46.7	3.4	0.67		
		To	225	22.1	342	34	451	44.3	3.3			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

According to Manoah et al. (2011), Mbugua (2012) and Githau (2013) the interpretation of research analysis through five Likert intervals rating scales using mean and standard deviation are generally stated. But for the purpose of this study mean result above 3.50 showed agreements or high and mean below 2.50 showed disagreements or low which implied the practice is weak or poor. Interpretation regarding standard deviation stated as the greater the value of standard deviation the higher the variation of responses from group of respondents. Additionally, the level

of significance and p-values were used to explain the perception of school leaders and teachers regarding the extent of SBM practices through independent t-test.

Thus, data analysis in table 7, item 1 indicated that regarding the school has clear guideline for managing budget of school grant, both respondents agreed with mean rating of school leaders (M=4.1, SD=0.75), teachers (M=3.9, SD=0.81) and total (M=4.1). Both respondents were responds 171 out of 204 or 83.8% are agreed. The interpretation about this item had revealed there is a clear guideline in the schools. In other side the independent t-test examined showed the p-value was significant at ($t = -2.1$, and $p = 0.032 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 of given table shown, school leaders with mean rating (M=2.6, SD=0.52), teachers with mean (M=2.4, SD=0.5) and total mean (M=2.5) agreed up on low level regarding to key stakeholders are get relevant training on financial management at secondary schools. Both respondents were responds 114 out of 204 or 56.4% are disagreed. Thus, the practice of this activity in secondary schools is showing low implementation. The independent t-test examined showed the p-value was significant at ($t = -2.7$ and $p = 0.006 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

As the result of analysis in item 3, group of school leaders and teacher's respondents perceived mean rating of (M=3.1, SD= 0.43) and (M=2.8, SD=0.70) respectively with total mean rating of (M=2.9) agreed on the secondary school communities provide sufficient financial and material support to the school. Both groups were responds 107 out of 204 or 52% are moderate. Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test examined also indicated the p-value was significant at ($t = -2.03$ and $p = 0.01 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

As the analysis seen from the 4 item, school leaders with mean rating of (M=3.4, SD=0.89), teachers with mean rating (M=3.3, SD=0.86) and total mean rating of (M=3.3) of respondents agreed on the school raising different funds from various sources to support the school, include increase internal income and NGO. Thus, the practice of this activity in secondary schools is showing moderate implementation. Both groups were responds 77 out of 204 or 38% are

moderate. The independent t- test involved also pointed the p-value was significant at ($t= 1.12$ and $p=0.90>0.05$). So level indicates 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).

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of ($M=4.01$, $SD=0.79$), teachers with mean ($M=3.7$, $SD=0.55$) and with total mean rating of ($M=3.8$) of respondents agreed on the school storekeeper accepts purchased materials by model 19 at each secondary schools. Both groups were responds 155 out of 204 or 76% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at ($t=-3.15$ and $p= 0.001<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Aggregate analysis in the above table indicated that regarding internal (local) resource management in secondary schools, both respondents agreed with mean rating of school leaders ($M=3.4$, $SD=0.67$), teachers ($M=3.2$, $SD=0.68$) and total mean ($M=3.3$). Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test involved also shown the p-value was ($t=-1.82$ and $p=0.027<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion on issue of internal resource management the practices of trainedkey stakeholders on financial management; communities provide financial and material support to the school and the school raising different funds from various sources to support the school: include increase internal income and NGO were almost at low level of practice. According to study of Asfawu (2020) also indicate the low capacity of finical managers to implement financial rules and regulations as the basic problems in school financial management.

On the other hand, the school has clear guideline for managing budget of school grant and the school storekeeper accepts purchased materials by model 19 in government secondary schools of Jimma zone were almost at good level of practice.

Additionally, the qualitative data collected with open ended questions, interview, FGD and document analysis shows the following indicators: The respondent of interview and data from

document analysis shown there is a GEQIP 2 guidelines in the schools to manage school grant budget. According to one supervisor interviewee:

There is short and brief guideline of school grant to manage the fund, but the guide line indicates only general principles it lacks detail financial management system.

The qualitative data collected with open ended questionnaire and interviewed questions from PTSA, KETB, Supervisors and WEO vice officers all of them are pointed out there were lack of relevant training for key stakeholder. Regarding to training all of them is related adia for example one PTSA interviewee:

Woreda education office are not made awareness about financial management I remember in 2011 half day training about school grant management that training was not enough to manage financial process of our school.

The qualitative data collected with open ended questionnaire, FGD, interviewed and document analysis from respondents shown communities support the school by money, materials and labour but the implementation of community participation varies from school to school not and the participation was inadequate.

Based, on the school's context the results of contribution range from birr 50 to 100 birr. But in some other schools the community contribution by cash, labour and materials was low.

WEO vice officers our communities are appriateable by their participation to support by money, material and lobour. Communities are involved in school building the problems related to community participation are the problems of school committee a place were committees are actively communicate with community the response of that community was high, if school committees are inactive the participation are low.

Regarding to raising different funds as generally responded the practice was there but its not enough.

The SMC their weakness are unable to generate more internal income and they are note work with NGO on the other hand committees are more focused on community participation.

Therefore, quantitatively the practices of raising different funds from various sources to support the school include increase internal income and NGO was moderate but the qualitative investigation shown low as well as varies from school to school. So that concluded as low level.

Table 8: The mean ratings of respondents regarding recurrent budget approve

no	Variables	Pos itio n	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	p
			F	%	F	%	F	%				
1	The school budget plan preparation is participatory (non-school grant)	Tea	75	53.2	60	43	6	4.3	2.4	0.50	-3.12	0.002
		SM	8	12.7	42	67	13	20.6	2.6	0.78		
		To	83	40.7	102	50	19	9.3	2.4			
2	The school grant budget plan was prepared by participatory	Tea		0	13	9.2	128	90.8	3.9	0.62	-2.8	0.004
		SM	7	11.1		0	56	88.9	4.2	0.62		
		To	7	3.43	13	6.4	184	90.2	4.02			
3	The school grant budget plan was approved by WEO	Tea	17	12.1	26	18	98	69.5	3.6	1.02	-2.9	0.03
		SM	5	7.94	10	16	48	76.2	4.1	0.96		
		To	22	10.8	36	18	146	71.6	3.8			
4	The general school budget plan was approved by KETB	Tea	75	53.2	60	43	6	4.3	2.3	0.71	-2.18	0.029
		SM	21	33.3	39	62	3	4.8	2.5	0.50		
		To	96	47.1	99	49	9	4.4	2.4			
5	School budget plan (school grant and non-school grant) was allocated by prioritize ways	Tea		0	17	12	124	87.9	4.2	0.6	-0.47	0.064
		SM		0	7	11	56	88.9	4.1	0.57		
		To	0	0	24	12	180	88.2	4.2			
	Total	Tea	167	23.7	176	25	362	51.3	3.52	0.68	-2.29	0.025
		SM	41	13	98	31	176	55.9	3.28	0.69		
		To	208	20.4	274	27	538	52.7	3.49			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test.

The data analysis in table 8, item 1 indicated that regarding the school budget plan preparation is participatory (non-school grant), both respondents agreed with mean rating of school leaders (M=2.6, SD=0.78), teachers (M=2.4, SD=0.50) and total mean indicate (M= 2.4). Both groups were responds 102 out of 204 or 50% are moderate. Thus, the practice of this activity in secondary schools is showing low implementation. In other side the independent t-test examined showed the p-value was significant at (t= -3.12, and p= 0.002< 0.05) Document analysis shown

only school directors were prepare the school budget plan because the document shown their signature in 6 out of 7 schools. So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 of given table shown, school leaders with mean rating ($M=4.2$, $SD=0.62$), teachers with mean ($M=3.9$, $SD=0.62$) and total mean ($M=4.02$) agreed up on the school grant budget plan was prepared by participatory at secondary schools was adequately practiced. Both groups were responds 184 out of 204 or 90.2% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test examined showed the p-value was significant at ($t= -2.8$ and $p= 0.004 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

As the result of analysis in item 3, group of school leaders and teacher's respondents perceived mean rating of ($M=4.1$, $SD= 0.96$) and ($M=3.6$, $SD=1.02$) respectively with total mean rating of ($M=3.8$) agreed on the school grant budget plan was approved by WEO at the secondary school. Both groups were responds 146 out of 204 or 71.6% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test examined also indicated the p-value was significant at ($t= -2.9$ and $p=0.03 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

As the analysis seen from the 4 item, school leaders with mean rating of ($M=2.5$, $SD=0.50$), teachers with mean rating ($M=2.3$, $SD=0.71$) and total mean rating of ($M=2.4$) agreed on general school budget plan was approved by KETB. Both groups were responds 96 out of 204 or 47% are disagreed. Thus, the practice of this activity in secondary schools is showing low implementation. The independent t- test involved also pointed the p-value was significant at ($t= -2.18$ and $p=0.029 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of ($M=4.1$, $SD=0.57$), teachers with mean ($M=4.2$, $SD=0.60$) and with total mean rating of ($M=4.2$) of respondents agreed school budget plan (school grant and non-school grant) was allocated by prioritize ways at each secondary schools. Both groups were responds 180 out of 204 or 88.2% are agreed. Thus, the practice of this activity in secondary schools is showing good

implementation. The independent t-test involved also shown the p-value was significant at ($t=-.476$ and $p= 0.64>.05$). So level indicates 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).

Aggregate analysis in the above table indicated that regarding recurrent budget approve in secondary schools, both respondents agreed with mean rating of school leaders ($M=3.52$, $SD=0.68$), teachers ($M=3.2$, $SD=0.69$) and total mean ($M=3.48$). Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=-2.29$ and $p=0.025<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion on issue of recurrent budget approve the practices of the school budget plan preparation are participatory (non-school grant) its mean rating was 2.5 this implies moderate but qualitatively document review, FGD and interview respondents indicate non-school grant budget plan preparation was not participatory; FGD respondent from student the member of PTSA was involved only on report on the planning we are not involved, document analysis shown school budget plan was not participatory without school directors no one is sign on the paper.

According to one supervisor interviewee:

The practice of school grant budget planning was participatory but regarding to non school grant budget there was not participatory planning practice. It lack the participation of all stake holders of KETB and PTSA most time prepared by school directors and vice directors.

KETB was not approved general school budget plan. Data analysis with interviewed questions from respondents showed the general school budget plan was not approved by KETB and Document analysis also showed no one signed on the school budget from all schools. Regarding to participatory school budget planning WEO vice officers interviewed:

School budget planning was not participatory way like school grant budget this was main problems in different secondary schools of my wored head of KETB are busy by kebele administration activities and their focus areas are more on conditional activities and also

depend on the woreda administration focus areas. Therefore they are not properly participating on school financial management practices.

So that those practice of participatory non-school grant budget plan and KETB approving general school budget plan were almost at low level of practice. Meded (2019), identify the budget plan preparation, implementation and evolution processes lacked the participation of stakeholder.

On the other hand, the school grant budget plan was prepared by participatory, the school grant budget plan was approved by WEO and School budget plan (school grant and non-school grant) was allocated by prioritize ways in Jimma zone secondary schools were almost at good level of practice.

Data gathered with open ended, interviewed and FGD questions also pointed school grant budget plan was prepared by participatory at secondary schools, Document analysis shown school grant budget plan was participatory all of PTSA members are signed on the plan. Data analysis with interviewed questions from respondents shown the practice of school grant budget plan was approved by WEO at good level.

Data collected with interviewed questions from respondents all of them are pointed the practice of school budget plan (school grant and non-school grant) was allocated by prioritize ways at each secondary schools but most of them are more focused on external things like school fence, painting of class rooms and stationary. Document analysis of on budget plan shown prioritized work plan and budget plan but it lacks internal priority.

The problems that are confronting the implementation of SBM include poor resources in schools, lack of professional development for school leaders and confusion on the part of school councils in relation to their roles and responsibilities (Nigist, 2019).

Table 9: The mean ratings of respondents regarding procurement

no	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	P
			F	%	F	%	F	%				
1	The procurement process was clear and participatory	Tea		0	70	50	71	50.4	3.8	0.57	2.2	0.03
		SBM		0	35	56	28	44.4	3.7	0.6		
		To	0	0	105	51	99	48.5	3.8			
2	In your school purchasing is carried out according to the guidelines	Tea	12	8.51	35	25	94	66.7	3.7	1.07	-2.75	0.007
		SBM	4	6.35	15	24	44	69.8	4.1	1.00		
		To	16	7.84	50	25	138	67.6	3.8			
3	School furnitures are purchased on the bases of their quality	Tea	75	53.2	60	43	6	4.3	2.4	0.50	-2.2	0.02
		SBM	16	25.4	12	19	35	55.6	2.6	0.48		
		To	91	44.6	72	35	41	20.1	2.5			
4	The school finance internally audited at least one time in a year.	Tea		0		0	141	100.0	4.2	0.60	-2.4	0.017
		SBM		0	1	1.6	62	98.4	4.5	0.61		
		To	0	0	1	0.5	203	99.5	4.6			
5	The school finance audited by external auditor at least one time in two years (2012 or 2013)	Tea	85	60.3	53	38	3	2.1	2.3	0.6	-1.65	0.01
		SBM	36	57.1	26	41	1	1.6	2.4	0.64		
		To	121	59.3	79	39	4	2.0	2.3			
6	The school has efficiently utilized financial resource allocated to its priorities including school grant budget	Tea	14	9.93	35	25	92	65.2	3.9	0.61	1.16	0.025
		SBM	6	9.52	15	24	42	66.7	4	0.74		
		To	20	9.8	50	25	134	65.7	3.9			
7	The school regularly reported ravenous and expenditure to the concerned body	Tea	1	0.71	15	11	125	88.7	4.2	0.55	1.08	0.002
		SBM		0	7	11	56	88.9	4.2	0.66		
		To	1	0.49	22	11	181	88.7	4.2			
Total		Tea	187	18.9	268	27	532	53.9	3.5	0.64	-0.65	0.016
		SBM	62	14.1	111	25	268	60.8	3.6	0.68		
		To	249	17.4	379	27	800	56.0	3.59			

The analysis made in, item 1 from the given table pointed, school leaders with mean rating of (M=3.7, SD=0.60), teachers with mean (M=3.8, SD=0.57) and with total mean rating of (M=3.8) of respondents agreed on procurement and expenses process was clear and participatory at each secondary schools. Both groups were responds 105 out of 204 or 51% are moderate. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at (t=2.20 and p=0.03< 0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 from the given table pointed, school leaders with mean rating of (M=4.1, SD=1.0), teachers with mean (M=3.7, SD=1.07) and with total mean rating of (M=3.8) of respondents agreed on school purchasing was carried out according to the guidelines at each secondary schools. Both groups were responds 138 out of 204 or 67.6% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at ($t=-2.75$ and $p=0.007<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of (M=2.6, SD=0.48), teachers with mean (M=2.4, SD=0.50) and with total mean rating of (M=2.5) of respondents agreed regarding to School furniture, lab, equipment and other goods are purchased on the bases of their quality at each secondary schools. Both groups were responds 91 out of 204 or 44.6% are disagreed. Regarding to quality of purchased material the interview respondents was confirmed that the major problems related purchasing was low quality materials. One supervisor indicates his response:

Our schools committees are most of them are actively done their role regarding to purchasing materials. Their problems are enable to identify the best quality materials even school directors and teachers are not properly identify the high quality materials such as laboratory related materials, stationary, sport materials and building material are purchased low quality.

Thus the practice of this activity in secondary schools is showing low level implementation. The independent t-test involved also shown the p-value was significant at ($t=-2.2$ and $p=0.02<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of (M=4.5, SD=0.61), teachers with mean (M=4.2, SD=0.60) and with total mean rating of (M=4.6) of respondents agreed school finance internally audited at least one time in a year at each secondary schools. Both groups were responds 203 out of 204 or 99.5% are moderate. Thus, the practice of this activity in secondary schools is showing good implementation. The independent

t-test involved also shown the p-value was significant at ($t=-2.4$ and $p=0.017 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of ($M=2.4$, $SD=0.64$), teachers with mean ($M=2.3$, $SD=0.60$) and with total mean rating of ($M=2.3$) of respondents agreed the school finance audited by external auditor at least one time in two years (2012 or 2013) at each secondary schools. Both groups were responds 121 out of 204 or 59.3% are disagreed. Thus, the practice of this activity in secondary schools is showing low implementation. The independent t-test involved also shown the p-value was significant at ($t=-1.65$ and $p=0.01 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 6 from the given table pointed, school leaders with mean rating of ($M=4.0$, $SD=0.74$), teachers with mean ($M=3.9$, $SD=0.61$) and with total mean rating of ($M=3.9$) of respondents agreed the school has efficiently utilized financial resource allocated to its priorities including school grant budget at each secondary schools. Both groups were responds 121 out of 204 or 65.7% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at ($t=1.16$ and $p=0.025 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 7 from the given table pointed, school leaders with mean rating of ($M=4.2$, $SD=0.66$), teachers with mean ($M=4.2$, $SD=0.55$) and with total mean rating of ($M=4.2$) of respondents agreed the school regularly reported ravenous and expenditure to the concerned body at each secondary schools. Both groups were responds 181 out of 204 or 88.7% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at ($t=1.08$ and $p=0.0028 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Aggregate analysis in the above table indicated that regarding procurement in secondary schools, both respondents agreed with mean rating of school leaders ($M=3.6$, $SD=0.68$), teachers ($M=3.5$, $SD=0.64$) and total mean ($M=3.59$). Thus, the practice of this activity in secondary schools is

showing good implementation. The independent t-test involved also shown the p-value was ($t=0.651$ and $p=0.016<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion on issue of procurement management the practices of school materials are purchased on the bases of their quality were low. Additionally, qualitative analysis shown materials such as furniture's like desk and shelf made from wood and metals are purchased with low quality and the practice of auditing the school finance by external auditors were almost at low level of practice. The interview shown there was only two secondary schools were audited by external or woreda finance expert the other secondary schools are not audited within recent three years.

On the other hand, the practices of clear and participatory procurement and expenses process, purchasing according to the guidelines, the school finance internally audited at least one time in a year, the school has efficiently utilized financial resource allocated to its priorities including school-grant budget and the school regularly reported ravenous and expenditure to the concerned body were almost at good level of practice.

The implementation of procurement and expenses process was clear and participatory at each secondary school. But in some woreda supervisors and WEO vice officer pointed the problems are occurred regarding to the management of non-school grant management.

Data analysis with open ended questions and interview question from respondents shown the implementation of school finance internally audited four times in a year at each secondary schools. Moreover, the analysis made from the school documents such as: financial document there were quarterly and yearly internally audited in all secondary schools.

Data analysis with interview questions from respondents shown, the school has efficiently utilized financial resource allocated to its priorities including school grant budget at each secondary schools. Specially, school grant budget was utilized by prioritized way.

Data analysis with open ended questions, interviewed FGD from respondents shown the implementation of the school regularly reported ravenous and expenditure to the concerned body at each secondary schools and also quarterly shown on the notice board, document analysis also show report of ravenous and expenditure to the concerned body and on the notice board.

Meded (2019), also indicate the absence of external auditing activity were the major challenges of financial utilization in secondary schools. The basic problems in school financial management include inadequate human resources, to implement financial rules and regulations, having illegal purchasing practices, inappropriate financial planning, and lack of appropriate monitoring and auditing, lack of commitment, were challenges for practicing financial resources management in schools (Asfawu, 2020).

Table 10: The mean ratings of respondents regarding Performance appraisal of teachers

no	Variables	Pos itio n	Frequency (F) and Percentage (%)						Independent Sample T- test			
			Disagree		Moderate		Agree		Mn	SD	t	p
			F	%	F	%	F	%				
1	The appropriate tools (check-lists) are used to monitor the school personnel operations.	Tea	15	10.6	5	3.5	121	85.8	4.19	0.6	-	0.0 18
		SM	5	7.94	3	4.8	55	87.3	4.4	1.0		
		To	20	9.8	8	3.9	176	86.3	4.2			
2	The frequent monitoring has conducted over the school operations based on schedule	Tea	11	7.8	59	42	71	50.4	3.1	0.5	-	0.0 4
		SM	5	7.94	26	41	32	50.8	3.3	0.7		
		To	16	7.84	85	42	103	50.5	3.2			
3	Internal supervision at the school periodically conduct instructional supervision for teachers	Tea	42	29.8	25	18	74	52.5	2.9	0.7	-	0.0 17
		SM	18	28.6	9	14	36	57.1	3.2	0.8		
		To	60	29.4	34	17	110	53.9	3.0			
4	Teaching staff performance appraisal based on well-established and clear criteria	Tea	3	2.13	24	17	114	80.9	3.6	0.4	-	0.0 06
		SM	1	1.59	8	13	54	85.7	3.8	0.3		
		To	4	1.96	32	16	168	82.4	3.7			
5	Pre-appraisal orientation is given to teachers before the evaluation occurs.	Tea	76	53.9	6	4.3	59	41.8	2.4	0.6	-	0.0 06
		SM	35	55.6	24	38	4	6.3	2.1	0.6		
		To	111	54.4	30	15	63	30.9	2.4			
6	The constructive Post feedback has periodically given for all those who are working in the school	Tea	98	69.5	36	26	7	5.0	2.1	0.6	-	0.0 09
		SM	45	71.4	13	21	5	7.9	2.3	0.4		
		To	143	70.1	49	24	12	5.9	2.3			
7	The performance evaluation of teacher is conducted fairly.	Tea	12	8.51	42	30	87	61.7	3.8	0.6	-	0.0 58
		SM	5	7.94	16	25	42	66.7	4	0.6		
		To	17	8.33	58	28	129	63.2	3.9			
Total		Tea	257	26	197	20	533	54.0	3.16	0.6	-	0.0 2
		SM	114	25.9	99	22	228	51.7	3.3	0.6		
		To	371	26	296	21	761	53.3	3.2			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

Data analysis in table item 1 indicated the school leaders of mean rating with (M=4.4, SD= 1.01), teachers with mean (M=4.19, SD= 0.66) and all together mean (M=4.28) of respondents answered appropriate tools (check-lists) are used to monitor the school operations. Both groups were responds 176 out of 204 or 86.3% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at (t= -2.8 and p = 0.018<0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 from the given table pointed, school leaders with mean rating of (M=3.3, SD=0.55), teachers with mean (M=3.1SD=0.77) and with total mean rating of (M=3.2) of respondents agreed the frequent monitoring has conducted over the school operations based on schedule at each secondary schools. Both groups were responds 103 out of 204 or 50.5% are agreed. Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test involved also shown the p-value was significant at (t=-0.20 and p=0.004< 0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of (M=3.2, SD=0.88), teachers with mean (M=2.9, SD=0.76) and with total mean rating of (M=3.08) of respondents agreed on the internal supervision at the school periodically conduct instructional supervision for teachers at each secondary schools. Both groups were responds 110 out of 204 or 53.9% are agreed. Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test involved also shown the p-value was significant at (t=-0.31 and p=0.017< 0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of (M=3.8, SD=0.33), teachers with mean (M=3.6, SD=0.46) and with total mean rating of (M=4.0) of respondents agreed on the teaching staff performance appraisal based on well-established and clear criteria at each secondary schools. Both groups were responds 168 out of 204 or 82.4% are

agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant at ($t= 0.33$ and $p=0.007 < 0.006$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of ($M=2.1$, $SD=0.69$), teachers with mean ($M=2.4$, $SD=0.69$) and with total mean rating of ($M=2.4$) of respondents agreed on pre-appraisal orientation is given to teachers before the evaluation occurs. Both groups were responds 111 out of 204 or 54.4% are disagreed. Thus, the practice of this activity in secondary schools is showing low level implementation. The independent t-test involved also shown the p-value was significant at ($t=-2.7$ and $p=0.006 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item. According to Seyoum, (2011) indicate poor performance appraisal system as major challenges of personnel management are.

The analysis made in, item 6 from the given table pointed, school leaders with mean rating of ($M=2.1$, $SD=0.60$), teachers with mean ($M=2.3$, $SD=0.48$) and with total mean rating of ($M=2.3$) of respondents agreed on the constructive post feedback has periodically given for all those who are working in the school. Both groups were responds 143 out of 204 or 70.1% are disagreed. Thus, the practice of this activity in secondary schools is showing low implementation. The independent t-test involved also shown the p-value was significant at ($t=-2.6$ and $p=0.009 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 7 from the given table pointed, school leaders with mean rating of ($M=4.0$, $SD=0.66$), teachers with mean ($M=3.8$, $SD=0.66$) and with total mean rating of ($M=3.9$) of respondents agreed on the performance evaluation of teacher is conducted fairly. Thus, the practice of this activity in secondary schools is showing good implementation. Both groups were responds 129 out of 204 or 63.2% are agreed. The independent t-test involved also shown the p-value was significant at ($t=-0.55$ and $p=0.058 > 0.05$). So level indicates 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).

Aggregate analysis in the above table indicated that regarding performance appraisal of teachers in secondary schools, respondents agreed with mean rating of school leaders ($M=3.3$, $SD=0.689$), teachers ($M=3.16$, $SD=0.639$) and total mean ($M=3.2$). Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test involved also shown the p-value was ($t=-2.25$ and $p=0.022<0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion on issue of performance appraisal of teachers the practices of conducting pre-appraisal orientation to teachers before the evaluation and conducting constructive post feedback has periodically given for all those who are working in the school were almost at low level of practice. Where as the frequent monitoring has been conducted over the school operations based on schedule, internal supervision at the school periodically conducted instructional supervision for teachers, teaching staff performance appraisal based on well-established and clear criteria were moderate level. On the other hand, the appropriate tools (check-lists) are used to monitor the school personnel operations and the performance evaluation of teacher is conducted fairly in Jimma zone secondary schools were almost at good level of practice.

Beside this data observed from schools document such as: the schools advisory note books, external supervisor's suggestion notes books, the school committees follow up diaries and minutes indicated in 3 schools there are frequent and exemplary practices.

Additionally, the qualitative data analysis with open ended questionnaire, Semi-structured interviewed questions FGD, from respondents and document analysis as: Data interviewed, discussed and document analysis observed from schools showed in most secondary schools the school leaders prepare monthly appropriate tools (checklist) for monitoring and evaluation.

Data analysis with data interviewed questions from respondents shown the implementation of the frequent monitoring has conducted over the school operations based on schedule at each secondary schools. In most schools there are schedules and strategies to conduct monitoring of school activities, the evaluations of the school's personnel's performance at the end of semesters are very common but frequent monitory activities on time and taking immediate measures are low.

Interview and document analysis shown in 4 schools there are schedules and strategies to conduct internal supervision at the mid of semesters are very common but after post-supervision there is no feedback or correction for teachers. In most schools there are schedules and strategies to conduct teaching staff performance appraisal based on well-established and clear criteria at each secondary school was implemented at the end of semesters are very common.

In some schools the PTSA committees frequently follow the school activities and provide advisory function but the school board members are usually busy and reluctant. Relatively in most schools the meeting and functionality of PTSA were better than the school boards.

Table 11: The mean ratings of respondents regarding to management of discipline

no	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	p
			F	%	F	%	F	%				
1	Key stakeholders are advice to who is misbehavior or poor performance	Tea	11	7.8	32	23	98	69.5	3.9	0.59	1.27	0.021
		SM	5	7.94	6	9.5	52	82.5	4.2	0.68		
		To	16	7.84	38	19	150	73.5	4			
2	No intervention on school committee when taking disciplinary action	Tea	23	16.3	12	8.5	106	75.2	4.1	0.68	1.07	0.029
		SM	9	14.3	4	6.3	50	79.4	4.2	0.82		
		To	32	15.7	16	7.8	156	76.5	4.2			
3	Simple disciplinary actions are taken by participatory way	Tea		0	46	33	95	67.4	3.8	0.5	-1.7	0.09
		SM	0	0	16	25	47	74.6	4	0.38		
		To	0	0	62	30	142	69.6	3.9			
4	Simple disciplinary actions on school staff was free from biased	Tea		0	48	34	93	66.0	3.8	0.5	0.03	0.009
		SM	0	0	15	24	48	76.2	4	0.46		
		To	0	0	63	31	141	69.1	3.9			
5	The school formatively take corrective measures on time	Tea	14	9.93	9	6.4	118	83.7	4	0.55	1.25	0.022
		SM	6	9.52	3	4.8	54	85.7	4	0.71		
		To	20	9.8	12	5.9	172	84.3	4			
	Total	Tea	48	6.81	147	21	510	72.3	3.94	0.41		
		SM	20	6.35	44	14	251	79.7	4.07	0.5	0.751	0.045
		To	68	6.67	191	19	761	74.6	3.98			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

The analysis made in, item 1 from the given table pointed, school leaders with mean rating of (M=4.2, SD=0.68), teachers with mean (M=3.1, SD=0.59) and with total mean rating of (M=3.4) of respondents agreed on key stake holders are advice to who is misbehavior or poor performance. Both groups were responds 150 out of 204 or 73.5% are agreed. Thus, the practice of this activity in secondary schools is showing moderate implementation. The independent t-test involved also shown the p-value was ($t=1.27$ and $p=0.021 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 from the given table pointed, school leaders with mean rating of (M=4.2, SD=0.82), teachers with mean (M=4.1, SD=0.68) and with total mean rating of (M=4.2) of respondents agreed on no intervention on school committee when taking disciplinary action. Both groups were responds 156 out of 204 or 76.5% are agreed. Thus the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=1.07$ and $p=0.029 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of (M=4.0, SD=0.38), teachers with mean (M=3.8, SD=0.50) and with total mean rating of (M=3.9) of respondents agreed on Simple disciplinary actions are taken by participatory way. Both groups were responds 142 out of 204 or 69.6% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=-1.71$ and $p=0.09 > 0.05$). So level indicates 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).

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of (M=4.0, SD=0.46), teachers with mean (M=3.8, SD=0.50) and with total mean rating of (M=3.9) of respondents agreed on Simple disciplinary actions on school staff was free from biased. Both groups were responds 141 out of 204 or 69.1% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=0.03$ and $p=0.009 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of (M=4.0, SD=0.71), teachers with mean (M=4.0, SD=0.55) and with total mean rating of (M=4.0) of respondents agreed on the school formatively take corrective measures on time. Both groups were responds 172 out of 204 or 84.3% are disagreed. Thus, the practice of this activity in secondary schools is showing good implementation. This implies that a corrective measure has been taken on time. The independent t-test involved also shown the p-value was (t=1.25 and p=0.022<0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

Aggregate analysis in the above table indicated that regarding related to management of discipline in secondary schools, both respondents agreed with mean rating of school leaders (M=4.07, SD=0.503), teachers (M=3.9, SD=0.411) and total mean (M=3.9). Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was (t=0.751 and p=0.045<0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion under the issue of management of discipline the practices of no intervention on school committee when taking disciplinary action, simple disciplinary actions are taken by participatory way and free from biased and the school formatively take corrective measures on time in the schools were almost at good level of practice. Where as key stakeholders are advice to who is misbehaviour or poor performance was moderate level

Additionally, the qualitative data analysis with open ended questionnaire, Semi-structured interviewed questions FGD, from respondents and document analysis as:

Sami structured interviewed and FGD questions from respondents suggested: in most schools there was practice of key stake holders such as PTSA and discipline committees are advice to who is misbehavior or poor performance at each secondary schools were very common but more focused on misbehavior. Document analysis shown PTSA and discipline committee take within 3 simple disciplinary actions by participatory way each secondary schools. In the school a teacher who violates school discipline or whose behavior is below the required level of conduct is advised by discipline committee, and PTSA committee and would return to good discipline so that all most all teachers are in a good state of behavior.

Table 12: The mean ratings of respondents regarding Reward Teachers

no	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	P
			F	%	F	%	F	%				
1	The school used performance appraisal result for reward.	Tea		0	5	3.5	136	96.5	4.4	0.44	1.11	0.027
		SBM		0	3	4.8	60	95.2	4.4	0.61		
		To	0	0	8	3.9	196	96.1	4.4			
2	The school reward systems is participatory	Tea	15	10.6	38	27	88	62.4	3.9	0.64	1.51	0.001
		SBM	5	7.94	19	30	39	61.9	4	0.71		
		To	20	9.8	57	28	127	62.3	3.9			
3	PTSA and KETB used performance appraisal results to decide on staff salary improvement	Tea	4	2.84	43	30	94	66.7	3.9	0.52	0.37	0.007
		SBM		0	18	29	45	71.4	4	0.51		
		To	4	1.96	61	30	139	68.1	3.9			
4	Giving recognition award for teachers and staff members who have best performance.	Tea	18	12.8	49	35	74	52.5	3.7	0.66	2.05	0.04
		SBM	6	9.52	25	40	32	50.8	3.7	0.71		
		To	24	11.8	74	36	106	52.0	3.7			
Total		Tea	37	6.56	135	24	392	69.5	3.9	0.44	1.65	0.010
		SBM	11	4.37	65	26	176	69.8	4	0.52		
		To	48	5.88	200	25	568	69.6	4			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers). t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

The analysis made in, item 1 from the given table pointed, school leaders with mean rating of (M=4.4, SD=0.61), teachers with mean (M=4.4, SD=0.44) and with total mean rating of (M=4.4) of respondents agreed on the school used performance appraisal result for reward. Both groups were responds 196 out of 204 or 96.1% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was (t=1.11 and p=0.027 < 0.05). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 2 from the given table pointed, school leaders with mean rating of (M=4.0, SD=0.71), teachers with mean (M=3.9, SD=0.64) and with total mean rating of (M=3.9) of respondents agreed on the school reward systems were participatory at each secondary schools. Both groups were responds 127 out of 204 or 62.3% are agreed. Thus, the practice of

this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=1.51$ and $p=0.001 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of ($M=4.0$, $SD=0.51$), teachers with mean ($M=3.9$, $SD=0.52$) and with total mean rating of ($M=3.9$) of respondents agreed on the PTSA and KETB used performance appraisal results to decide on staff salary improvement. Both groups were responds 139 out of 204 or 68.1% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=0.37$ and $p=0.0072 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of ($M=3.7$, $SD=0.71$), teachers with mean ($M=3.7$, $SD=0.66$) and with total mean rating of ($M=3.7$) of respondents agreed on giving recognition award for teachers and staff members who have best performance at each secondary schools. Both groups were responds 106 out of 204 or 52% are agreed. Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was significant ($t=2.05$ and $p=0.04 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Aggregate analysis in the above table indicated that regarding reward Teachers in secondary schools, both respondents agreed with mean rating of school leaders ($M=4.03$, $SD=0.519$), teachers ($M=3.9$, $SD=0.441$) and total mean ($M=3.9$). Thus, the practice of this activity in secondary schools is showing good implementation. The independent t-test involved also shown the p-value was ($t=1.65$ and $p=0.011 < 0.05$). So level indicates that there is significant difference among the two groups of respondents regarding item.

Moreover, the results of discussion on issue of reward teachers, the practices of the school used performance appraisal result for reward, the school reward systems are participatory, PTSA and KETB used performance appraisal results to decide on staff salary improvement and giving recognition award for teachers and staff members who have best performance in secondary schools were almost at good level of practice. On the other hand, the qualitative data analysis

with open ended questionnaire, Semi structured interviewed questions FGD, from respondents and document analysis as: open ended questions respondents showed the implementation of practice of rewarding by involvement of key stakeholders such as PTSA and evaluation committees at each secondary school. Interviewed questions from respondents suggested: in most schools there was practice of rewarding by involvement of key stakeholders such as PTSA and evaluation committees at each secondary school was very common. FGD students are pointed members of PTSA students are participated on rewarding systems of the school. FGD question respondents from student the members of PTSA was signed on teacher's salary improvement.

Document analysis showed letter of teacher's salary improvement which was signed by PTSA and KETB members. Document analysis also showed a practice of a good practice of participatory award giving for teachers and staff members who have best performance at each secondary school.

Generally, analysis explored from open ended, interviewed question, FGD and document analysis the practice of reward Teachers was adequately practical in most secondary schools.

4.3. Challenges of School Based Management Practices

Table 13: The mean ratings of respondents regarding challenges of financial management

no	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		M	SD	T	P
			F	%	F	%	F	%				
1	Lack of transparency	Tea	66	46.8	37	26	38	27.0	2.8	0.85	-1	0.032
		SM	32	50.8	14	22	17	27.0	2.7	0.94		
		To	98	48	51	25	55	27.0	2.7			
2	Lack of professional support and follow up from the woreda	Tea	8	5.67	63	45	70	49.6	3.5	0.77	-1.9	0.045
		SM	3	4.76	29	46	31	49.2	3.5	0.65		
		To	11	5.39	92	45	101	49.5	3.5			
3	Inadequate amount of fund (budget)	Tea		0	9	6.4	132	93.6	4.4	0.58	-1.3	0.018
		SM		0	7	11	56	88.9	4.3	0.49		
		To	0	0	16	7.8	188	92.2	4.3			
4	Lack of effective utilization of available resource	Tea	13	9.22	51	36	77	54.6	3.6	0.86	-1.4	0.017
		SM	8	12.7	23	37	32	50.8	3.5	0.83		
		To	21	10.3	74	36	109	53.4	3.6			
5	Low involvement of parents and community in the schools' activity	Tea		0	50	35	91	64.5	3.7	0.63	-3.6	0
		SM	0	0	20	32	43	68.3	3.7	0.4		
		To	0	0	70	34	134	65.7	3.7			
6	Lack of interest of the school principals to work with PTSA and KETB in strengthen school-community relation.	Tea	41	29.1	84	60	16	11.3	2.9	0.69	-1.9	0.03
		SM	29	46	26	41	8	12.7	2.7	0.77		
		To	70	34.3	110	54	24	11.8	2.8			
7	KETB and PTSA members reluctance or lack of commitment for participation in the school management	Tea		0	58	41	83	58.9	3.6	0.59	-0.8	0.042
		SM		0	30	48	33	52.4	3.5	0.6		
		To	0	0	88	43	116	56.9	3.6			
8	Poor and improper financial planning	Tea	59	41.8	44	31	38	27.0	2.6	0.89	-0.5	0.00
		SM	28	44.4	17	27	18	28.6	2.6	0.92		
		To	87	42.6	61	30	56	27.5	2.6			
9	Violation of school grants rules and regulations.	Tea	93	66	17	12	31	22.0	2.2	0.84	-1.3	0.01
		SM	39	61.9	7	11	17	27.0	2.2	0.92		
		To	132	64.7	24	12	48	23.5	2.2			
Total		Tea	280	22.1	413	33	576	45.4	3.25	0.43	-2.3	0.019
		SM	139	24.5	173	31	255	45.0	3.19	0.45		
		To	419	22.8	586	32	831	45.3	3.23			

Key: Tea = teachers, SBM = group of leaders (including directors, head of department, unit leaders, members of PTSA teachers, and members of KETB teachers. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

The following were identified as major challenges of Financial Management for secondary schools in Table 13.

The analysis made in, item 1 from the given table pointed, school leaders with mean rating of (M=2.7), teachers with mean (M=2.8) and with total mean rating of (M=2.7) of respondents respond on lack of transparency at each secondary schools. Both groups were responds 98 out of 204 or 48% are disagreed. Additionally, the respondents of interview also indicated transparency related to school grant budget management are good but most of times on non school grant budget management lacks transparency.

Vice WEO officer said that regarding to transparency SMC are at good level specially related to the utilization of school grant budget, but on non school grant budget lack transparency they are not take attention on non school grant budget management even our supervisor and office expertise are not properly follow up on non school grant management system of schools. Our schools most of the time need continuous follow up.

Thus, the practice of this activity in secondary schools is showing as moderate level challenges.

The analysis made in, item 2 from the given table pointed, school leaders with mean rating of (M=3.5), teachers with mean (M=3.5) and with total mean rating of (M=3.5) of respondents agreed on lack of professional support and follow up from the woreda at each secondary schools. Both groups were responds 101 out of 204 or 49.5% are agreed. Thus, the practice of this activity in secondary schools was showing high level challenges.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of (M=4.3), teachers with mean (M=4.4) and with total mean rating of (M=4.3) of respondents agreed on inadequate amount of fund (budget at each secondary schools. Both groups were responds 188 out of 204 or 92.2% are agreed. Thus, there was inadequate amount of fund (budget), so that this challenge was high.

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of (M=3.5), teachers with mean (M=3.6) and with total mean rating of (M=3.6) of agreed on lack of

effective utilization of available resource at each secondary schools. Both groups were responds 109 out of 204 or 53.4% are agreed. Thus, the practice of this activity in secondary schools is showing high level challenges.

The analysis made in, item five from the given table pointed, school leaders with mean rating of (M=3.7), teachers with mean (M=3.7) and with total mean rating of (M=3.7) of respondents agreed on low involvement of parents and community in the schools' activity at each secondary schools. Both groups were responds 134 out of 204 or 65.7% are agreed. Thus, the practice of this activity in secondary schools is showing high level challenge.

The analysis made in, item 6 from the given table pointed, school leaders with mean rating of (M=2.7), teachers with mean (M=2.9) and with total mean rating of (M=2.8) of respondents agreed on lack of interest of the school principals to work with PTSA and KETB in strengthen school-community relation at each secondary schools. Both groups were responds 110 out of 204 or 54% are moderate. Thus, the practice of this activity in secondary schools is showing moderate level challenge.

The analysis made in, item 7 from the given table pointed, school leaders with mean rating of (M=3.5), teachers with mean (M=3.6) and with total mean rating of (M=3.6) of respondents pointed on KETB and PTSA member's reluctance or lack of commitment for participation in the school management at each secondary schools. Both groups were responds 116 out of 204 or 56.9% are agreed. Thus, the practice of this activity in secondary schools is showing high level challenge.

The analysis made in, item 8 from the given table pointed, school leaders with mean rating of (M=2.6), teachers with mean (M=2.6) and with total mean rating of (M=2.6) respond on poor and improper financial planning at each secondary schools. Both groups were responds 87 out of 204 or 42.6% are disagreed. Thus, the practice of this activity in secondary schools is showing moderate level challenge.

The analysis made in, item 9 from the given table pointed, school leaders with mean rating of (M=2.2), teachers with mean (M=2.2) and with total mean rating of (M=2.2) respond on Violation of school grants rules and regulations in schools. Both groups were responds 132 out

of 204 or 64.7% are disagreed. Thus, the practice of this activity in secondary schools is showing low level challenges.

Aggregate analysis in the above table indicated that regarding challenges of financial management in secondary schools, both respondents agreed with mean rating of school leaders (M=3.2), teachers (M=3.2) and total mean (M=3.2). Thus, the practice of SBM regarding to financial management has moderate level challenges.

Garia and Rajhumar (2008) stated there are critical challenges that affect the implementation of educational decentralization in a sense of promoting the full autonomy of school site stake holders through school based management process. Beside Mekonen A. (2015) reported that challenges of educational decentralization are: lack of coordination among educational leaders, absence of clear guidelines, lack of skilled man power, inadequacy of material resources such as computers, paper, etc.), absence of clearly defined decision making process, lack of training for the stake holders, shortage of budget for educational activities and inadequate participation of stake holders.

Moreover, the results of discussion on issue of financial management the practices of violation of school grants rules and regulations in Jimma zone secondary schools were almost at low level of challenges. Where as lack of transparency, lack of interest of the school principals to work with PTSA and KETB in strengthen school-community relation, poor and improper financial planning was moderate level challenges

On the other hand, lack of professional support and follow up from the woreda, inadequate amount of fund (budget), lack of effective utilization of available resource, low involvement of parents and community in the schools' activity and KETB and PTSA member's reluctance or lack of commitment for participation in the school management in government secondary schools of Jimma zone were almost at high level of challenges.

Regarding to financial management the results of qualitative investigation through open ended, interview, FGD and document analysis were showed challenges of school based management.

Regarding to financial management: government funding is inadequate and schools internal revenues are also small and low community involvement; inadequate professional support and follow up from the woreda; inadequate human power of accountant and cashier; (Within 7 or all

secondary schools there is no accountant and from 7 schools there 2 formally employed cashier this indicate lack of human power to manage school finance)

KETB and PTSA members are not trained to manage school finance so that they lack basic knowledge of financial management. Lack of basic knowledge, experience and commitment for participation in the school management at each secondary schools; over burdening of responsibilities specially head of KETB and lack of coordination among SMC; inadequate auditing from education office and concerned bodies; lack of effective utilization of available resource and lack of transparency regarding to non-school grant budget. One PTSA indicated

To manage our school properly we need sufficient budget. In practice my school was lack of internal income, lack of community participation and also to manage the school budget properly we lack accountant and our KETB did not mobilise community to strengthening their participation.

WEO vice officer interviewed the schools have different opportunities to strengthening their internal income the school has sufficient land but the income from the land is not adequate, interested communities are there but KETB and PTSA are not properly mobilise those interested community, Jimma University was support the school by materials and knowledge but no ones are prepare proposals and submitted to University. Therefore there was not lack of opportunities the problems are lack of coordination among PTSA and KETB.

Students on their FGD they indicate the challenges of financial management as follows: the practice of non school grant budget planning was not participatory students as a members of PTSA was participate only on school grant budget planning process but they are not participate on non-school grant budget planning. On the other hand their family was involved on school activity but the involvement our family was not sufficient regarding to solve our school problems.

Table 14: The mean ratings of respondents related to challenges of personnel management

no	Variables	Position	Frequency (F) and Percentage (%)						Independent Sample T-test			
			Disagree		Moderate		Agree		Mn	SD	t	P
			F	%	F	%	F	%				
1	Problems of creating strategically relevant measures of performance	Tea	78	55.3	61	43	2	1.42	2.4	0.81	-1.97	0.035
		SM	47	74.6	14	22	2	3.17	2.2	0.88		
		To	125	61.3	75	37	4	1.96	2.4			
2	Lack of transparency while the appraisal is conducted	Tea	74	52.5	35	25	32	22.7	2.5	0.75	-1.44	0.015
		SM	34	54	13	21	16	25.4	2.6	0.69		
		To	108	52.9	48	24	48	23.5	2.6			
3	Lack of pre discussion between appraise and the appraiser	Tea	1	0.71	47	33	93	65.9	3.7	0.9	0.87	0.039
		SM	2	3.17	1	1.6	60	95.2	4	0.89		
		To	3	1.47	48	24	153	75.0	3.8			
4	Lack of fair and accurate evaluation	Tea	88	62.4	47	33	6	4.26	2.4	0.87	-0.23	0.008
		SM	41	65.1	9	14	13	20.6	2.4	0.84		
		To	129	63.2	56	27	19	9.31	2.4			
5	Scarcity of time to appraise teachers performance	Tea	1	0.88	111	97	2	1.75	1.9	0.86	-0.17	0.008
		SM	9	14.3	47	75	7	11.1	2.9	0.88		
		To	10	5.65	158	89	9	5.08	2.2			
6	Lack of post discussion between appraise and the appraiser	Tea	1	0.71	54	38	86	60.9	3.7	0.85	-0.97	0.003
		SM	2	3.17	2	3.2	59	93.6	4	0.84		
		To	3	1.47	56	27	145	71.0	3.8			
7	Lack of recognition or award for best performed staff	Tea	79	56	57	40	5	3.55	2.3	0.78	0.32	0.007
		SM	53	84.1	10	16		0.00	1.8	0.74		
		To	132	64.7	67	33	5	2.45	2.2			
Total		Tea	322	33.5	412	43	226	23.5	2.72	0.41	-1.3	0.02
		SM	188	42.6	96	22	157	35.6	2.89	0.47		
		To	510	36.4	508	36	383	27.3	2.77			

Key: Tea = teachers, SBM = group of leaders. t = t-test for equality of means SD= standard deviation p-value = Sig. (2-tailed) test

The analysis made in, item one from the given table pointed, school leaders with mean rating of (M=2.2, SD=0.88), teachers with mean (M=2.4, SD=0.81) and with total mean rating of (M=2.4) of respondents agreed on problems of creating strategically relevant measures of performance at each secondary schools. Both groups were responds 125 out of 204 or 61.3% are disagreed. Thus, the practice of this activity in secondary schools is showing low level challenges.

The analysis made in, item two from the given table pointed, school leaders with mean rating of (M=2.6), teachers with mean (M=2.5) and with total mean rating of (M=2.6) of respondents

agreed on lack of transparency while the appraisal is conduct at each secondary schools. Both groups were responds 108 out of 204 or 52.9% are agreed. Thus, the practice of this activity in secondary schools is showing moderate level challenges.

The analysis made in, item 3 from the given table pointed, school leaders with mean rating of (M=4.0), teachers with mean (M=3.7) and with total mean rating of (M=3.8) of respondents agreed on lack of pre discussion between appraise and the appraiser at each secondary schools. Both groups were responds 153 out of 204 or 75% are agreed. Thus, the practice of this activity in secondary schools is showing high level challenges.

The analysis made in, item 4 from the given table pointed, school leaders with mean rating of (M=2.4), teachers with mean (M=2.4) and with total mean rating of (M=2.4) of respondents agreed on lack of fair and accurate evaluation at each secondary schools. Both groups were responds 129 out of 204 or 63.2% are agreed. Thus, the practice of this activity in secondary schools is showing low level challenges.

The analysis made in, item 5 from the given table pointed, school leaders with mean rating of (M=2.9), teachers with mean (M=1.9) and with total mean rating of (M=2.2) of respondents agreed on scarcity of time to appraise teacher's performance at each secondary schools. Both groups were responds 158 out of 204 or 89% are moderate. Thus, the practice of this activity in secondary schools is showing low level challenges.

The analysis made in, item 6 from the given table pointed, school leaders with mean rating of (M=4.0), teachers with mean (M=3.7) and with total mean rating of (M=3.8) of respondents agreed on lack of post discussion between appraise and the appraiser at each secondary schools. Both groups were responds 145 out of 204 or 71% are agreed. Thus, the practice of this activity in secondary schools is showing high level challenges.

The analysis made in, item seven from the given table pointed, school leaders with mean rating of (M=1.8), teachers with mean (M=2.3) and with total mean rating of (M=2.2) of respondents agreed on lack of post discussion between appraise and the appraiser at each secondary schools. Both groups were responds 132 out of 204 or 64.7% are disagreed. Thus, the practice of this activity in secondary schools is low level challenges.

Qualitative investigations through open ended, interview and FGD with respondent as well as from document reviews are involved. As a result these respondents indicated some of the most constraining factors which are hindering the practices of SBM in the secondary schools as categorized as the following.

Regarding to personnel management the practice of pre and post discussion between appraises and the appraiser was low at each secondary schools. One supervisor interviewed as:

The practice of performance appraisal was implemented depend on its time, the problems related to this was it lack discussion with evaluated teachers before evaluation and lack after evaluation feedback with those who are evaluated. So that they are not known their weak and strong side of their performance.

Aggregate analysis in the above table indicated that regarding Challenges related to personnel management in secondary schools, respondents agreed with mean rating of school leaders (M=2.9), teachers (M=2.7) and total mean (M=2.7). Thus, the practice of this activity in secondary schools is showing moderate level challenges.

Moreover, the results of discussion on issue of challenges related to personnel management such as problems of creating strategically relevant measures of performance, lack of fair and accurate evaluation scarcity of time to appraise teacher's performance and lack of recognition or award for best performed staff were almost at low level. Where as lack of transparency while the appraisal is conducted was moderate. On the other hand, lack of pre and post discussion between appraises and the appraisers in Jimma zone secondary schools were almost at high level of challenges.

4.4. Opportunities to Enhance SBM Practices

According to Mohamed (2018), the successful implementation of SBM requires several preconditions to be met at the local level such as: Possess strong support from SMC and principal must share the authority with teachers and SMC. In line with this qualitative investigations through open ended questionnaires, interviewed question, FGD respondents and document review involved in this study suggested the opportunities to enhance the practice of SBM in secondary schools of Jimma zone are: interview respondents are indicate regarding to opportunities of school based management as follows: Head of PTSA and KETB most of them

are indicated school grant and community participation as opportunities to enhance SBM. Head of KETB indicate as follows:

Opportunities to enhance school based management in our schools are community participation, school grant unless internal income was not enough to cover the school problems. Even community participation are not common when their income increase their involvement was increase, when their income was decrease their involvement was decrease,

On the other hand supervisors and WEO vice officers are respond school grant, community participation, block grant, internal income and NGO. One WEO vice officer responses about the opportunities of SBM as follows:

The schools has different opportunities to strengthening SBM the main opportunities are the community participation that means our communities are support their school by their money, materials and labour as well as participate in the school management as a members PATS and KETB this is not simple opportunity. The second opportunity was school grant and block grant offered from government, epecially school grant was the best example. Additionally a policy of decentralisation that support the devolution of decision making authority from the Federal Ministry of Education to regional education bureaus, district education offices and to the school level.

Supervisor source of finance for secondary schools are:

All sources of school budgets are also an opportunity for SBM i.e. community, government (political and financial support), internal income, NGO are the majors one.

Community participation, school grant and the structure of PTSA indicated by FGD with student are shows the main opportunities for SBM.

Generally the interest of community to support schools, NGO, the resource allocation from government to the schools including school grant and block grant, structures of key stakeholders PTSA in the schools to make coordination to enhance school progress and structures of key stakeholders KETB in the kebele to make coordination on critical issues like financial and personnel management are the main opportunities that identified through qualitative investigation.

Document analysis regarding to SBM in Secondary Schools from 2010 to 2012.

Table 15: School revenues of 2012 E.C

No	School	Block Grant	School Grant	Internal Income	Total revenue	No. of student	Internal income per student
1	Dedo	57771	173000	199390	360161	2897	68.8
2	Firi Gemta Gera	32140	106620	37000	175760	2351	15.7
3	Yebu no 2	16000	57000	62000	85000	1287	48.2
4	Serbo no 2	81915	101040	47000	229955	2391	19.7
5	Seka	35800	128760	70342	199102	2275	30.9
6	Hawi Shebe	30000	123000	420000	573000	3127	134.3
7	Dimtu no 2	81294	12670	192000	285964	1735	110.7
	Average	334920	702090	1027732	1908942	16063	64.0

Key internal income includes community participation and internal income by Birr

Table 16: Indicators of school inputs and outputs of schools 2010-12 E.C

Input and output	Year	Dedo	Firi GemtaGera	Yebu no 2	Serbo No 2	Seka	Hawi Shebe	Dimtu no 2	Average
Internal Income By birr	2010	129390	40000	65000	22000	73342	410000	50000	112819
	2011	146300	59641	68000	38900	68500	75000	37300	70520
	2012	199390	37000	62000	47000	70342	420000	192000	146819
	Ave	158360	45547	65000	35966	70728	301666	93100	110052
Ratio of Student to class	2010	65	69	77	60	75	78	86	72.9
	2011	69	74	75	65	75	78	81	73.9
	2012	70.7	71.2	80.4	55.6	73.4	82.3	86.8	74.3
	Ave	68.2	71.4	77.4	60.2	74.4	79.4	84.5	73.7
Ratio of student to teachers	2010	36	48	20	22	38	39	41	34.9
	2011	36	50	25	22	35	38	37	34.7
	2012	34.9	44.4	23.8	24.9	33.5	40.1	39.4	34.4
	Ave	35.6	47.4	22.9	22.9	35.4	39	39.1	34.7

Table 15 indicate internal income of 2012 EC 3 schools are relatively their internal incomes are very low. In these schools their internal income per student was below 50 birr. 2 schools were moderate because of their internal incomes are 68 and 64 birr per students. 2 schools were relatively high because of their internal incomes are 110 and 134 birr per students.

Table 16 indicate internal income most secondary schools were good but regarding to their number of student its very low internal income. Ratio of student to teachers was averagely 73.7% this indicates low class rooms in secondary schools. Ratio of student to teachers was averagely 34.7% this indicates here was sufficient teachers in secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of three sections. Section 5.1 summary of the study and the major finding are made. Section 5.2 deals with the conclusion of fundamental findings drawn from the study. In section 5.3, some possible recommendations are made on the basis of the findings of the study.

The purpose of this study was to assess the Practices, Challenges and Opportunities of SBM in secondary schools of Jimma zone. Thus, the research was done to identify the focus area of SBM practices and challenges related to financial and personnel management and also identified opportunities. Finally, provide recommendations for the identified problems. In order to meet this purpose, the following basic research questions were developed. These are:

1. To what extent is SBM related to financial management and personnel management activities are actually being practiced in government secondary schools of Jimma zone?
2. What are the major challenges, affect the practice of SBM related to financial and personnel management in government secondary schools of Jimma zone?
3. What kind opportunities used to enhance school based management related to financial and personnel management in government secondary schools of Jimma Zone?

In order to answer the basic questions, data was collected through questionnaire, semi structured interview, FGD and document analysis. In this study descriptive survey research design which was concurrently conducted both in quantitative and qualitative investigation was employed in this study. The study was conducted on 7 government secondary schools found in 7 woredas of Jimma Zone, Oromia regional state.

A total of 224 questionnaires were distributed for 161 teachers and 63 school leaders and 141 teachers, 63 school leaders, 91% were filled and returned the remaining 20 respondents are not return the questionnaire. Additionally, in this study involved the result of interview with 7 WEO vice officers, 7 school supervisor, 7 head of PTSA and 7 head of KETB and FGD with 49 students as well as document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part is complementary to the quantitative analysis.

The data collected from the questionnaires was analyzed and interpreted using different statically tools such as frequency, percentage, mean, standard deviation. The inferential statistics such as independent t test was used to examine the perception of respondents. Whereas, qualitatively sumi structured interview Open ended questions, document analysis and FGD were organized and interpreted in words to triangulate the quantitative findings. On the basis of the analysis and discussion made from all these instruments, the study was summarized the following major findings.

5.1. Summary of the Major Findings

On the basis of the analysis and discussion made from all these instruments, the study was summarized the following major findings.

Regarding Practices of SBM

Regarding Internal Resource Management

The results of discussion on issue of internal resource management, secondary schools practiced in the practices of training for key stakeholders on financial management $X=2.5$, support of communities by financial and material to the school $X=2.9$, the school raising different funds from various sources to support the school: include increase internal income and NGO in schools $X=3.3$.The were almost at low level of practice or their results indicate lower than 2.5.mean value.

The qualitative data collected with open ended items and interview questions from PTSA, KETB, Supervisors and WEO vice officers all of them are pointed out a lack relevant training for key stakeholders. The qualitative data collected with open ended questionnaire, FGD, interviewed and document analysis from respondents shown communities support the school by money, materials and labour but the implementation of community participation varies from school to school and the participation was inadequate. Based, on the school's context while the interview results of contribution range from birr 50 to 100 birr the document analysis showed averagely 64 birr. The practices of raising different funds from various sources to support the school include increase internal income and NGO was $X= 3.3$ the practice was moderate but varies from school to school.

Generally, lack of trained key stake holder, insufficient community participation and low internal income faced secondary schools. On the other hand, the school has clear guideline for managing budget of school grant $X= 4$, and the school storekeeper accepts purchased materials by model 19 $X= 3.8$ therefore the both practices in government secondary schools of Jimma zone were almost at good level of practice.

Regarding Recurrent Budget

The results of discussion on issue of budget approving, the practices of participatory non-school grant school budget plan according to the results of questionnaire its low level or $X= 2.4$, but qualitatively the practice was low and general school budget plan was approved by KETB $X= 2.4$ this practice in Jimma zone secondary schools were almost at low level of practice.

On the other hand, the school grant budget plan was prepared by participatory $X=4$, the school grant budget plan was approved by WEO $X=3.8$ and school budget plan (school grant and non-school grant) was allocated by prioritize ways $X=4.2$ these practice in secondary schools were almost at good level of practice. However, annual school budget plan (non-school grant) hasn't been involved them and some purchased materials has not good quality.

The participation of PTSA member's in school grant budget management in secondary schools as perceived by teachers and school leaders found out that the majority of the respondents on the participation of PTSA was good on the area like planning, implementing and auditing has been maximized.

Additionally, analysis explored from open ended, interviewed question, FGD and document analysis recurrent budget approve process were adequately practical in most secondary schools. The result showed that KETB members were not participated on the school budget approving of the schools.

The school board has leadership role in school practices and make over all decisions in line with education policy suggested by ministry of education MoE (1994). But most of the time the school board members can over burdened with different meetings and public issues which enforce the school management not to make urgent decisions while waiting for the board members.

Generally, in more than average the recurrent budget approve process were adequately practiced in government secondary schools of Jimma zone but particularly regarding to non-school grant budget plan was lacks the involvement of SMC.

Regarding Procurements

The results of discussion on issue of procurement management: the practices of school materials purchasing on the bases of their quality $X=2.4$ and the school finance audited by external auditor at least one time in two years (2012 or 2013) $X=2.3$ these practices were almost at low level of practice. Analysis from interview and FGD indicates in the school most purchased materials were low quality and their schools are not audited by external auditor.

On the other hand, the practice of clear and participatory procurement and expenses $X=3.8$, purchasing carried out according to the guidelines 3.8, school finance internal auditing $X=4.6$, efficiently utilize financial resource allocating to its priorities $X=3.9$ and the regularly reporting ravenous and expenditure to the concerned body $X=4.2$ were almost at good level of practice.

Additionally, analysis explored from open ended, interviewed question, FGD and document analysis procurement management process were adequately practical in most secondary. In more than average secondary schools the procurement management process is adequately.

Regarding Performance Appraisal

The results of discussion on issue of performance appraisal of teachers, the pre-appraisal orientation before the evaluation $X=2.4$ and the constructive post feedback after teacher's evaluation $X=2.3$ the practices was not given in secondary schools. Where as the practice of frequent monitoring over the school operations $X=3.2$ and conducting internal instructional supervision at the school for teachers $X=3$ and well-established and clear criteria teaching staff performance appraisal $X= 3.7$ these practices were moderate level.

On the other hand, the appropriate tools (check-lists) are used to monitor the school personnel operations $X=4.4$ and the performance evaluation of teacher is conducted fairly $X=3.9$.in Jimma zone secondary schools were almost at good level of practice.

Additionally, analysis explored from open ended, interviewed question, FGD and document analysis performance appraisal of teacher's process were adequately practical in most secondary

schools. Hence the performance appraisal of teacher's process was adequately practiced in government secondary schools of Jimma zone.

Regarding to Management of Discipline

The results of discussion on issue of management of discipline the practices of no intervention on school committee when taking disciplinary action $X=4.2$, simple disciplinary actions are taken by participatory way $X=3.9$, simple disciplinary actions on school staff was free from biased $X=3.9$ and the school formatively take corrective measures on time $X=4$ in Jimma zone secondary schools were almost at good level of practice. Where as key the practice of stakeholders is advice to who is misbehaviour or poor performance $X=4$ was moderate level.

On the other hand, analysis explored from open ended, interviewed question, FGD and document analysis on management of discipline process were adequately practical in most secondary schools. In more than average secondary schools the process of management of discipline is adequately. Hence process was adequately practiced in government secondary schools of Jimma zone.

Regarding to Reward Teachers

The results of discussion on issue of reward teachers, the practices of the school used performance appraisal result for reward $X= 4.4$, participatory reward systems $X=3,9$, PTSA and KETB using performance appraisal results to decide on staff career structure improvement $X=3.9$ and giving recognition or award for teachers who have best performance $X=3.7$ in Jimma zone secondary schools were almost at good level of practice.

Additionally, analysis explored from open ended, interviewed question, FGD and document analysis regarding to reward of teachers were adequately practical. Hence the processes of reward Teachers were adequately practiced in government secondary schools of Jimma zone.

Bahaskara and Ediger (2003) stated moral and motivation of school personal must be appraised continuously to develop and maintain teacher enthusiasm and purpose for teaching-learning be effective element in SBM. Therefore, every concerned body in government secondary schools of Jimma zone continuous this practice depends on guidelines to enhancing the staff development to higher level in sense to achieve the desired school goals.

5.1.2. Summary Regarding Challenges of SBM Practices

The quantitative and qualitative investigation through questionnaire, open ended question, interview, FGD and document analysis indicated some major problems which are affecting the practices of SBM in secondary schools of Jimma zone. These constraining are: in adequate human power (accountant and cashier) and financial resource allocation from government, inadequate external auditing from WEO and Finance Office. Inadequate professional support and follow up from the woreda. KETB and PTSA members lack of basic knowledge, training, experience and commitment for participation in the school management at each secondary school.

Over burdening of responsibilities specially head of KETB and lack of coordination among SMC, lack of effective utilization of available resource $X=3.6$; lack of transparency regarding to internal income $X=2.7$, inadequate amount of budgetin cause of low internal revenues $X=4.3$ and low community involvement $X=3.7$. Lack of participatory non-school grant budget plan and also poor and improper financial planning $X=2.6$. lack of pre and post discussion between appraise and the appraiser $X=3.8$ the challenges also explored from the respondents and school document in government secondary schools of Jimma zone were almost at high level of challenges.

Additionally, analysis explored from open ended, interviewed question, FGD and document analysis indicates the practice of pre and post discussion when conducting performance appraisal was high level challenges related to personnel management process.

In less than average secondary schools are affected by challenges related to personnel management process. Hence the challenges related to personnel management process were low in government secondary schools of Jimma zone. In more than average secondary schools are affected by challenging factors of financial resource utilization. Hence the challenges of SBM regarding to financial management was high level challenges in government secondary schools of Jimma zone.

5.1.1. Summary Regarding Opportunities of SBM Practices

Literatures indicated the quality of education depends primarily on the way schools are managed, more than on the availability of resources as Hanushek (2003) cited in Gertler P. (2007). Hence most of the opportunities similarly suggested from respondents through open ended

questionnaires, interview, FGD and document analysis showed to enhance SBM practices in secondary schools of Jimma zone are: community participation in school activities. the resource allocation from government to the schools including school grant and block grant, structure of key stakeholders like PTSA in the schools to make coordination to enhance school progress and structure of key stakeholders KETB in the kebele to make coordination on critical issues like financial and personnel management.

Regarding to Goal Achievements in Secondary Schools

Table 15 and 16 indicate internal income of 2012 EC 3 schools are relatively their internal incomes are very low i.e. below 50 birr. 2 schools are moderate because of their internal incomes are 68 Birr and 64 Birr per students. 2 schools are high because of their internal incomes are 110 and 134 birr per students. Averagely in these schools their internal income per student was 64 birr. Therefore, the practices of raising internal income in secondary schools were low but regarding to their number of student its very low internal income.

Ratio of student to class rooms was averagely 73.7% this indicates regarding to standard 1:40 it was low class rooms in secondary schools. In opposite the ratio of student to teachers was averagely 34.7% this indicates there was sufficient teachers in secondary schools.

5.2. Conclusions

Based on the analysis and major findings of the study, the following conclusions were drawn:

As a result of the investigation the major variables such as a practices of management of discipline and practices of rewarding teachers were perceived at more adequate or good level of practice.

In adequate human power (accountant and cashier) and financial resource allocation from government, inadequate professional support and follow up from the woreda. KETB and PTSA members lack of basic knowledge, experience and commitment for participating in the school management systems, the school finance systems were not audited by external auditor in two years, inadequate budget. The allocated budget was not as sufficient as the needs of schools; to mean that schools' need is higher than allocated budget because resource is scarce and this

circumstance was identified as another critical challenge that can be obstacle for effective financial resource utilization in secondary schools of Jimma Zone

Over burdening of responsibilities specially head of KETB and lack of coordination among school management committee, SMC member's poor participation in school management functions such as financial planning of non-school grant budget, budget approving and strengthening community participation. Therefore, the school principals working by their own without inviting others, these indicate lack of team work approach among KETB and PTSA.

SMC lack of training; this implies that WEO do not offer training to SMC on SBM of financial and personnel management. Also the SMC lead the school without having appropriated training. So, this leads the schools to have weak management of educational finance and personnel, difficult to achieve the pre-planned schools' goals, lack of effective utilization of available resource and lack of transparency regarding to internal income (non-school grant).

The contribution of SMC members in promoting school-community relation to strengthening community participation in the form of money, in kind and labour, approving school budget plan and creating internal income was found to be low.

Teachers were little or not informed about their strengths and weaknesses through evaluation process periodically. Thus, from this one can infer that the practice of SBM regarding to personnel management especially on pre and post discussion on performance appraisal of teachers was low.

Regarding to opportunities of SBM practices in secondary schools of Jimma zone are: Interests of community to support schools, the resource allocation from government to the schools including school grant and block grant, structures of key stakeholders KETB and PTSA. Therefore, even if there were some issues which are adequate practiced in the secondary schools but the combined result of quantitative and qualitative discussions provided the overall practices of the issue was at low level.

5.3. Recommendations

Based on the findings and conclusions of this study, the following recommendations were drawn. The practice of SBM lacks technical, financial support therefore, concerned stakeholders such as REB, JZEO, WEO, principals, supervisor, PTSA and KETB its well to focus on the SBM

practices to enhance financial and personnel management through involving their technical, material and financial resources.

The REB, JZEO, WEO and as well as school supervisors better if they should have to: provide training for key stakeholders, provide frequently professional support and follow up to SMC; sufficient accountant and cashier are employed; and school finances are audited at least annually by external auditors.

School principals' needs to involve all PTSA and KETB create awareness, encourage and support norms of collaboration and work every activity based on guidelines. If strategies are created which increase internal income and community participation rather than relying absolutely on budgets allocated from the government. The practice of pre and post discussion between appraisals and the appraiser regarding to performance appraisal needs strengthened.

KETB and PTSA: needs actively and collaboratively to participate on the practices of SBM component of financial and personnel management.

REFERENCES

- Abdulla Al Kaabi, (2015) "*An Evaluation of the School-Based Management Practices in the New School Model: A Study on Al Ain Schools*". <https://scholarworks.uaeu.ac.ae>
- Ahmad et al, (2021) *Effectiveness of the Leadership of Schools and Work Motivation on Teacher Performance Sungai Pinang Districts*. International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)
- Al-Idarah (2018): *The Implementation of SBM, Jurnal Kependidikan Islam* Vol. 8, Juni 2018).
- Alison Lai Fong Cheng and Hon Keung Yau, (2004), *Principals and Teachers' perceptions of SBM*. Published by Science and Education Centre of North America
- Asfaw Getahun (2020). *An Assessment of the Financial Resource Management practices in Secondary School of Silte Zone: Unpublished Ma Thesis*. Addis Ababa University
- Ayalew Shibeshi, (2009) *Overview of Education Research in Ethiopia Studies*, Journal of Ethiopian Studies XLII.1–2 141–74
- Ayeni, J. and Ibukun, O. (2013). *A Conceptual Model for School Based Management and Quality Assurance in Nigeria Secondary Schools*, Journal of education, 2(2)
- Bahaskara and Ediger (2003). *Successful school administration*
- Bandur, A. (2012). *the Implementation of School-Based Management In flores primary Schools in Indonesia. (Unpublished Doctoral Thesis)*: The University of Newcastle, Australia.
- Barrera-Osorio, F., T. Fasih, and H. A. Patrinos, with L. Santibanez. (2009). *Decentralized Decision-Making in Schools*. Washington, D.C.: The World Bank.
- Bauch and Goldring, (1998) *Parent–teacher participation in the context of school governance*. Peabody Journal of Education, 73(1).
- Belayneh, (2018). *Practices and Challenges of SBM in Primary Schools of Yem Woreda*
- Botha (2011). *A study in some of the contextual factors in the assessment of school effectiveness*. Journal of Social Sciences'. Vol. 27, April 2011.
- Brandao (1995). *The Effects of SBM, on Work Life of Elementary Teachers*. Florida University.
- Brookover et al. (1979). *School Systems and Student Achievement: Schools Make a Difference*. New York: Praeger.
- Bruns, B., D. Filmer, and H. A. Patrinos (2011). *Making Schools Work: New Evidence on Accountability Reforms*. Washington, D.C.: World Bank.

- Bryman, A. (2008). *Social Research Methods. (third, edition). Oxford: Oxford University Press.*
www.sciepub.com/reference/282622
- Cand Well, B. (1998). *Strategic Leadership, Resource Management and Effective Schools Reforms*, *Journal of Education Administration*, 36(5), 445 – 461.
- Candwell, B. (2005). *School-Based Management*. Paris IIEP – UNESCO.
- Castetter, (1992). *The personnel function in educational administration (5t ed.)*. New York: Macmillan.
- Cheng YC (1996), *A School-Based Management Mechanism for School Effectiveness and Development. Journal of School Effectiveness and School Improvement*, 7,35-61.
- Creswell, J.W. (2012). *Planning, Conducting and Evaluation Quantitative and Qualitative Research (4th – edition)*. University of Nebraska – Lincoln.
- DediLazwardi (2018), *Implementation of School-Based Management Al-Idarah: Jurnal Kependidikan Islam VIII (I) 2018* <http://ejournal.radenintan.ac.id/index.php/idaroh>
- Demelash, (2020) *The practice of school-based management in government secondary and preparatory schools in Yem special woreda, SNNPR*. Addis Ababa University
- DeStefano, J. & Elaheebocus, N. (2010). *School quality in Woliso, Ethiopia: EQUIP2*. Retrieved January 30, 2010, from <http://www.equip123.net/docs/e2->
- Donald and Boon-Ling (2007) *the impact of decentralization on the quality of education in developing countries: Retrieved from <http://dx.doi.org/10.1596/0-8213-2792-5>* Donald, W., & Boon-Ling, Y. (2007).
- Dunne, M., Akyeampong, K. and Humphreys, S. (2007). *School Processes, Local Governance, and Community Participation: Create Pathways to Access:*
- Elmore, (2004) *School Reform from the Inside Out: Policy, Practice, and Performance*
- Fasika (2020) *The Assessment of Problems and Practices of Human Resource Management in Wolaita Zone Secondary Schools*: Infolink University, Wolaita Sodo, Ethiopia
- Fiske, E. B. (1996). *Decentralization of education*: Washington, DC: The World Bank.
- Fitsum Gebremichael (2017) *Decentralized School Based Governance Structures and Fiscal Decision-Making in Village Public Secondary Schools*; IOSR Journal, www.iosrjournals.org
- Fullan, M. (2013) *Integrating Technology, Pedagogy and Change Knowledge. Pearson Canada Inc., Toronto.*

- Garcia, Marito, Rajkumar and Sunil, A. (2008), *Achieving Better Service Delivery through Decentralization in Ethiopia*. Washington D.C, The World Bank.
- GEQIP Guidelines, (2018) *General Education Quality Improvement Program guideline*. MoE Addis Ababa
- Gertrel et al.(2007). *Methodological Issues in the Evaluation of School Based Management*. Washington D.C: The World Bank.
- Ginn.N. and Welsh.(1999). *Decentralization of Education: why, when, what and how?* UNESCO of Placed Fontenoy:Paris.
- Gray J (2004). *School Effectiveness and the „Other Outcomes“ of Secondary Schooling: A reassessment*. Journal of Improving Schools. 7, 185-198.
- Herman, J. J., & Herman, J. L. (1993).*School Based Management: Current thinking and practice*. Illinois: Charles Thomas Publisher.
- Hogue, K.E. (2007). *Head Masters Managing Ability under School Based- Management and Its Relationship with School Improvement*. City Secondary Schools: Bangladesh.
- Huck, 2007, Robinson, (2009) checking-reliability-is-imperative-to-ensure-uniformity/
<https://www.coursehero.com/file/pq3f7t/>
- Israel and Endale (2019), *Practices and Challenges of Financial Resource Utilization in Government Secondary Schools of Dawro Zone*. Wolaita Sodo, University.
- J. Naidoo (2005). *Educational Decentralization and School Governance in South Africa: From Policy to Practice*, Paris: UNESCO.
- Jack R. et al (2009), *How to Design and Evaluate Research in Education*
- Jerusalem & Melkamsew (2021) *Practices and challenges of school financial resource management implementation in Bahir Dar City administration of Ethiopia*
- Jimma Zone Education Office, (2019/20)2012 annual report, unpublished.
- Jimma Zone Education Office, *Annual Abstract Report, (2019/20)*.
- John W. and James V. Kahn (2006), *Research in Education Tenth Edition*
- Johnson, J. (1997). *Whatever it takes! IDRA Newsletter, 24(6)*. Retrieved from June 15, 1997,
<http://www.idra.org/Newsltr/1997/Jun/Joseph.htm>.
- Khattri, et al (2010)*The Effect of SBM, in Philippines*. World Bank.
- Lauglo, J. (1997). *Assessing the Practice of Importance of Different Forms of Decentralization; Power and Responsibilities in Education*. London: Cassel.

- Leith Wood, K. and Earl,(2000). Educational Accountability Effects: *An International Perspective Peabody. Journal of Education, 75(4), 1 – 18.*
- Liu, S.(2006)*School Effectiveness,Research in China.*Louisian State University.
- Magdalena et al (2014) *Budget control and monitoring challenges for school governing bodies,* (North-West University : Potchefstroom Campus).
- Malan et al, (1991).*What do we know about School Based Management? A case Study of the Literature Choice and Control in American Education.*
- Manoah et al. (2011), *The interpretation of research analysis.*
- Martin Prew, Visiting Fellow, (2018).*Note on School-Based Management in Secondary Education in Sub-Saharan Africa.*University of Witwatersr and Johannesburg
- Mc. Ginn. N. and T. Welsh.(1999). *Decentralization of education: why, when, what and how?* UNESCO of placed Fontenot, Paris.
- Mekonnen, (2015).*The Practices of Decentralized Educational Management in East Hararghe Zone of Oromia Regional State: Haramaya University, Haramaya*
- Merriam, S.B. (2001).*Qualitative Research and Case Study Applications in Education.*
- MOE (1994).*The Education and Training Policy.*Addis Ababa, Ethiopia.
- MOE (1998). *(ESDP-I): Action Plan.* Addis Ababa, Ethiopia.
- MOE (2002a). *Directive for Educational Management, Organization, Public Participation, and Finance.*Addis Ababa, Ethiopia.
- MOE (2005).*ESDP-III, program Action plan (PAP),* Addis Ababa, Ethiopia.
- MOE (2006a). *Decentralized Management of Education in Ethiopia.*Addis Ababa, Ethiopia.
- MOE (2008).*Ministry of Education, GEQIP, in Ethiopia.*Addis Ababa, Ethiopia.
- MOE (2009).*Ministry of Education, CPD for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia, the Framework.*Addis Ababa, Ethiopia.
- MOE (2010).*Education Sector Development Program IV (ESDP IV),* Addis Ababa, Ethiopia.
- MOE (2012).*Annual abstract.*Addis Ababa, Ethiopia.
- MOE (2019).Ethiopia Education Development Road Map, 2018-30.Addis Ababa, Ethiopia.
- MOE (2002b).*Education sector Development program II (ESDP-II).* Addis Ababa, Ethiopia.
- MOE and USAID (2008).*Review of the Ethiopian Education and Training Policy and its Implementation.*Addis Ababa, Ethiopia.
- MOE, (2012 E.C). *Guidelines of standard qualification required for principals and supervisors*

- MOE, (2020) “ *quality standard classification of school level set by MoE based on input, process and output parameters.*
- Mulyasa, E. (2004). *School based management, concepts, strategies and implementation.* PT Remaja Rosdakarya.
- Munge et al (2016) *Factors Influencing Financial Management In Public Secondary Schools, In Nakuru County,*monicamunge5@gmail.com
- Neal, (1991) *School Based Management:* <https://www.amazon.com/School-Based-Management-Successful-Implementation/dp/1879639157>
- Newman, F.M. king, M.B. and Rigdon, M. (1997).*Accountability and School Performance: Implications from Restructuring School.*
- Nico (Bath), R.J. (2011). *Contextual factor in the Assessment of the Effect of SBM.*
- Nigist, (2019).*School-Based Management in Addis Ababa Secondary Schools: A Cross-Case Analysis of Government and Private Schools.* Addis Ababa University
- Nurkolis (2004) *Evaluation of School-Based Management Implementation*
...<https://www.researchgate.net/publication/342079690>
- OEB document report, (2003), Oromiya Education Berou annual report. Finfine
- OEB, (2006).*Educational Organization and Management, Community Participation and Finance Guideline.* Firifinne: EDM.
- Oumer, Jeilu (2009). “*The Challenges of Free Primary Education in Ethiopia*”, College of Education, University of Addis Ababa 2009, <http://unesdoc.unesco.org>
- Pareek, U., & Rao, T. V. (1992). *Designing and managing human resource systems.* New Delhi: Oxford & IBH Publishing Company.
- Patton. M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.).* Thousand Oaks, CA: Sage Publications.
- Raden et al(2019) *Opportunities for the Implementation of School-Based Management in the Eastern Area of Indonesia.*International Journal.www.ijicc.net
- Rajendra and Adriaan V(2013), *Secondary Education in Ethiopia Supporting Growth and Transformation.*A World Bank Study.www.worldbank.org
- Seyoum Tadesse (2011) *Human Resource Management Practices in Selected Secondary Schools of East Shoa Zone*EJBE Vol.2No.1/2011 Page 99

- Seyoum,(2011). *the status of school-based management in primary schools of east wollega zone of oromia*. Addis Ababa University.
- Stogdill, (1974).*Scholarly articles for handbook of leadership pdf* scholar.google.com › citations.
- Tashakkori & Teddlie (2003).*Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks: Sage. has been cited by the following article:.
- Vegas, E. (2007) *Improving Outcomes for Poor Students through Community Management and Better Pay for Teachers*”, *The Future of Children*.
- Wallen, (2001).*Mixed Method Research: Instruments, Validity, Reliability, Reporting Findings*
- Warwick in Davice (1980).*Dynamical Systems and Turbulence*.<https://link.springer.com/book/10.1007/BFb0091903>
- Weiler, (1990) https://openlibrary.org/books/OL1594741M/Max_WeilerHaymon edition, in German / Deutsch
- Workneh Abebe (2012). School Management and Decision-making in Ethiopian Government Schools: *working paper 86, November 2012, http://www.younglives.org.uk*
- World Bank,(2003). *World development report 2004 “Making service work for poor people “Washington D.C: The World Bank World learning (2002).*
- World Bank,(2007).*Better education through reformed management and universal teachers upgrading project (BERMUTUP)*.Project appraisal Document at Indonesia.
- World Bank (2014).*School-Based Management.Lessons from International Experience and Options for Turkey*
- World Bank(2014).*Economics of Education. World Bank Groups, Washington D.C*
- World Bank, (2009) *Decentralized Decision-Making in Schools. The Theory and Evidence on School-Based Management*.Washington DC
- World Bank,(2011).*Education strategy to 2020*.[http:// site resources. Org/ EDYICATION/Resources/ ESSU](http://site.resources.org/EDYICATION/Resources/ESSU)) *Education- strategy- 4 – 12- 2011 pdf*.
- Wubet B. (2015) *Practices and Challenges of Decentralization of Educational Management in Primary Schools of Addis Ababa City Administration*: Unpublished, MA. Thesis
- Yamane, T.(1967). *Statistics: An Introductory Analysis 2nd Edn*. New York: Harper and Row
- Yantski, W.(1997). *SBM: Its Impact on School Decision Making*. Edmonton Alberta

APPENDICES

Appendices A: English Questionnaires

JIMMA UNIVERSITY, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES,

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGERMENTS

The research Questionnaires to be filled by school leaders and teachers

Dear respondent:

This questionnaire is prepared aiming at collecting primary data for the purpose conducting a research entitled, “practices, challenges and opportunities of school based management in secondary schools of Jimma zone” Your adequate and genuine responses will have high value on the validity of the research’s findings. Hence, please cooperate in filling the questionnaire.

Thank You

General direction. Please,

Do not write your name

Follow specific instructions when filling out the questionnaire

Write short answers in the space provided for question items that require your opinion or completion

Section I. Background of Respondents

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

Respondent: principal (___): vice principal (___) teacher (___)

If you are a teacher your current position unit leader (___), department head (___), coordinator of curricular activities (___), no position (___).

Sex: Male (___) Female (___) **Age:** (___) years

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

The experience in leader ship (___) years and in teaching: (___) Years

Section II. The extent of school based management practices and challenges in government Secondary Schools of Jimma Zone

Answer the following questions by putting a (√) mark in the provided brackets. The practice of school based management and their corresponding questioners which can be answered through a

Likert scale of strongly disagree, disagree, undecided, Agree and strongly agree are listed in the following tables. Each scale is represented by numbers 1 to 5 respectively. (NB: (1) represent strongly disagree, (2) disagree, (3) undecided, (4) represent agree & (5) stands for strongly agree.

1. Financial Resources Management and Financing Practice in Secondary School Questionnaires for School Leaders and Teachers

No	Questionnaires	1	2	3	4	5
A	Internal (local) resource management					
1	The school has clear guideline for managing budget of school grant					
2	Key Stakeholders are get relevant training on financial management					
3	Communities provide financial and material support to the school					
4	The school raising different funds from various sources to support the school. include increase internal income and NGO					
5	The school storekeeper accepts purchased materials by model 19					
B	Recurrent budget approve					
1	The school budget plan preparation is participatory (non-school grant)					
2	The school grant budget plan was prepared by participatory					
3	The school grant budget plan was approved by WEO					
4	The general school budget plan was approved by KETB					
5	School budget plan (school grant and non-school grant) was allocated by prioritize ways					
C	Procurment					
1	The procurement and expenses process was clear and participatory					
2	In your school purchasing is carried out according to the guidelines					
3	School furniture, lab, equipment, and other goods are purchased on the bases of their quality					
4	The school finance internally audited at least one time in a year.					
5	The school finance audited by external auditor at least one time in two years (2012 or 2013)					
6	The school has efficiently utilized financial resource allocated to its priorities including school grant budget					
7	The school regularly reported ravenous and expenditure to the concerned body					

Please, respond to the following open ended

- (1) Based on your school experience write at list three to five strength of Financial Management process in your school. _____
- (2) What are the sources of your school finance write at list three to five _____
- (3) Write at list three to five key stake holders enhanced your school finance. _____

2. Practice of Personnel Management Questionnaires for School Leaders and Teachers

No	Questionnaires	1	2	3	4	5
A	Performance appraisal of teachers					
1	The appropriate tools (check-lists) are used to monitor the school personnel operations.					
2	The frequent monitoring has conducted over the school operations based on schedule					
3	Internal supervision at the school periodically conduct instructional supervision for teachers					
4	Teaching staff performance appraisal based on well-established and clear criteria					
5	Pre-appraisal orientation is given to teachers before the evaluation occurs.					
6	The constructive Post feedback has periodically given for all those who are working in the school					
7	The performance evaluation of teacher is conducted fairly.					
B	Related to Management of Discipline					
1	Key stakeholders are advice to who is misbehaviour or poor performance					
2	No intervention on school committee when taking disciplinary action					
3	Simple disciplinary actions are taken by participatory way					
4	Simple disciplinary actions on school staff was free from biased					
5	The school formatively take corrective measures on time					
C	Reward Teachers and Staff					
1	The school used performance appraisal result for reward.					
2	The school reward systems is participatory					
3	PTSA and KETB used performance appraisal results to decide on staff salary improvement					
4	Giving recognition award for teachers and staff members who have best performance.					

Please, respond to the following open ended

- (1) Based on your school experience write at list three to five strength of personnel management process in your school. _____

1. Challenges of SBM Practice Questionnaires for school leaders and teachers

No	Questionnaires	1	2	3	4	5
I	Challenging factors may affect the financial resource utilization in schools					
1	Lack of transparency					
2	Lack of professional support and follow up from the woreda					
3	Inadequate amount of fund (budget)					
4	Lack of effective utilization of available resource					
5	Low involvement of parents and community in the schools' activity					
6	Lack of interest of the school principals to work with PTSA and KETB in strengthen school-community relation.					
7	KETB and PTSA members reluctance or lack of commitment for participation in the school management					
8	Poor and improper financial planning					
9	Violation of school grants rules and regulations.					
II	Challenges related to personnel management					
1	Problems of creating strategically relevant measures of performance					
2	Lack of transparency while the appraisal is conducted					
3	Lack of pre discussion between appraise and the appraiser					
4	Lack of fair and accurate evaluation					
5	Scarcity of time to appraise teachers performance					
6	Lack of post discussion between appraise and the appraiser					
7	Lack of recognition or award for best performed staff					

Please, respond to the following open ended

1) Based on your school experience write at list three to five major weakness of Personnel Management process in your school. _____

2) Based on your school experience write at list three to five major weakness of Financial Management process in your school. _____

Appendix 2

JIMMA UNIVERSITY, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGERMENTS

Interview Questions

Semi-structured interview guidelines for 7 Head of KETB, 7 Head of PTSA, 7 Vice of WEO and 7 Secondary School Supervisors.

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: ____years, Level of Education: _____

Experience: As a supervisor _____ as school leaders _____ as PTSA _____ as KETB _____

Current position: _____

Date _____ Name of interviewer _____

Starting time _____ Time of ending of interview _____

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

1. What are the major sources of finance for secondary schools?
2. Are there any supports, training or workshop provided for KETB and PTSA, concerning the management of school by WEO experts? By school? If yes where it adequate?
3. To what extent the procedures of rewarding and corrective action system of teachers and principals are implemented?
4. What do you think are the major challenges affecting the financial management and personnel management?
5. What opportunities are available for SBM practice related to financial management and personnel management?
6. Is there formally employed accountant and cashier? If you answer no how implement the accountant roles?

Appendix 3

JIMMA UNIVERSITY, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENTS

FGD Questions for Student Counsel Representatives

Dear student council members:

Objectives.

The main objective of the discussion is to collect convenient data on the Practices, challenges and opportunities of SBM in government secondary Schools of Jimma zone. The success of this study entirely depends up on your genuine response, so I would like to express my felt thanks and respect for your frank, sincere and voluntary contribution to this study.

Thank you in advance for your time and concern!

Sincerely yours.

Discuss on the following questions

1. Do you have any role in school management related to financial management and personnel management? (Yes) or (no) if you say yes in what issues?
2. Would you involve on school budget planning?
3. Would you comment on the teacher teaching approach or on their behavior which is no appropriate with many students?
4. To what extent the school management report the school financial management?
5. Would you participate to enhance school income? How?
6. To what extent your families support your school? By what kind?

Appendix 4

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGERMENTS

Document Analysis

Section I. back ground of the school

1. Name of school_____the year it is opened__
2. The location it found: _Region_____woreda_____kebele _____
3. The population of teachers (___) Male (___) female (___) Total (___)

Section II. Documents analyze in Secondary schools

1. Minutes of PTSA and KETB committee.
2. Document of school financial management.
3. Accessibility of models 6, 19 and 22
4. Performance appraisal of the staff.
5. Documentsrelatedto rewarding and disciplinary action
6. School annual abstract 2010-2012

Appendices B: Afan Oromo Questionnaires

Dabalee 1

Yuunivarsitii Jimmaa, Kolleejjii Barnootaa Fi Saayinsii Amalaatti, Dippartimantii Hoggansaa fi Karoora Barnootaa (Edpm).

Gaafannoo Hoggansa mana barumsaa fi Barsiistotaan guutamu.

Kabajamtoota gaafannoo kana guutannu!

Kaayyoon gaafannoo kanaa qorannoo mata duree “Practices, Challenges and Opportunities of School Based Management in Secondary Schools of Jimma Zone” jedhuuf rag-duree sassaabuudhaaf. Odeeffannoon isin laattan iccitiidhaan kan qabamuu fi dhimma qorannoo kana qofaaf kan hojii irra oluu ta’a. Kanaafuu odeeffannoo haqa-qabeessaa fi sirrii ta’e kennuun keessan qorannoo kana keessatti ga’ee olaanaa waan qabuuf odeeffannoo haqa-qabeessaa fi sirrii ta’e akka kennitan kabajaan gaafadhaa.

Deggarsa barbaachisaa gootaniif galatoomaa!

Qajeelfama Waliigalaa

- Gaafannoo irratti maqaa keessan barreessun hin barbaachisuu.
- Gaaffiiwwan dhihaatan guutuu keessaniin dura ajaja akkaataa itti guutamuu danda’u dubbisaa.
- Gaaffiiwwan deebii gabaabaa yokiin yaada keessan barbaadaniif idoo duwwaa keenamee irratti barreessun deebisaa.

Kutaa I: Odeeffannoo dhuunfaa hirmaattootaa

Gaaffiiwwa armaan gadiitiif deebii keessan mallattoo (√) sanduuqa kenname keessa ka’aa, bakka duwwaa kan ka’ameeffimmoo akka barbaachisummaa isaatti bakka kenname irratti deebii keessan kenna.

Gahee hojii keessan: dura bu’aa (___): itti aanaa (___) Barsiisaa (___)

barsiisaa yoo ta’e gahee dabalataa yuuniti liidarii (___), itti gaafatamaa mummee (___), qindeessaa barnoota walmaddeessaa (___) hin jiru (___).

Saala: _____ **Umrii: waggaa** _____

Sadarkaa barumsaa: sartafikeettii (___): dippiloomaa (___): digrii jalqabaa (___): digrii 2ffaa: (___): kan biroo (___)

Muxannoo hojii waliigalaa waggaa _____ gaggeessummaan _____ barsiisummaan _____

Kutaa II. Hamma hojirra oolmaa hoggansa sadarkaa mana barumsaatti manneen barnootaa mootummaa sadarkaa 2ffaa godina Jimmaa keessatti argaman ilaalchisee.

Gaaffiiwwan itti aanan kanneen armaan gadii safartuuwwan ijoo muuxannoo ykn hojii hooggansa sadarkaa mana barumsaa keessanii irratti kan xiyyeeffatuu dha. Gaaffiiwwan

kennaman erga xiyyeeffannoon dubbiftanii booda deebii keessan sanduuqa gabatee lakkoofsi gubbaatti eerame keessa mallattoo “√” kaa’aa agarsiisaa.

Qabxiwwan deebii safartuuf ka’aman. Tokko tokkoon gaaffii fi reetii safartuu kennaman (1) baay'ee walii hin galu, (2) walii hin galu, (3) giddu galeessa, (4) walii nangala fi (5) daran waliigala.)

Hojii bulchiinsa faayinaansii mana barumsaa ilaalchisee jiru. Gaafannoo Barsiisotaa fi Hoggansa Mana Barumsaatiin guutamu.

1	Gaaffilee	1	2	3	4	5
A	Hojii Bulchiinsaa fi Galii Keessoo Cimsuu ilaalchisee					
1	Qajeelfamni ifa ta’e baajata gargaarsa m/b hojiirra oolchuuf fayyadu ni jira					
2	Dhimmamtoonni ijoo GMBB fi BBLG akkataa bulchiinsa baajataa irratti leenjii fudhatanii jiru					
3	Hawaasni naannoo qabeenyaa fi maallaqa isaatiin mana barumsaa ni deeggara					
4	Manni barumsaa madda galii adda addaa uumuun hojjataa jira. Galii keessoo cimsuu fi deggartoosa misoomaa waliin hojjachuu					
5	Kutaan mana meeshaa meeshaalee mana baruumsaaf bitaman moodeelii 19 irratti guutuun galii taasisa.					
B	Baajata Mana Barumsaa Karoorsuu fi Mirkaneessuu	1	2	3	4	5
1	Karoorri baajata mana barumsa kan school grant ala jiru yeroo karoorfamu karaa hirmaachisaa ta’een					
2	Karoorri baajata mana barumsa kan school grant yeroo karoorfamu karaa hirmaachisaa ta’een					
3	Karoorri baajata school grant waajjira barnoota aanaatiin kan mirkanaa’e hojiirra oola					
4	Karoorri baajata mana barumsaa BBLGtiin mirkanaa’eti kan hojiirra oolu					
5	Karoorri baajata mana barumsaa dhimmoota dursi kennamuufi qabuu irratti hundaa’etu qophaa’e hojiirra oolaa jira					
C	Adeemsa Bittaa	1	2	3	4	5
1	Adeemsi bittaa fi baasiwwan adda addaa iftoomina kan qabuufi hirmaachisaa kan ta’edha					
2	Mana barumsaa kanatti bittaa kan raawwatu qajeelfama irratti hundaa’uudhan.					
3	Meeshaalee barreessaa, meeshaalee laabraatoorii fi kanneen biroo bitaman qulqullina fi cimina gaarii kan qabanidha					
4	Waggaatti yoo xiqqaate si’a tokko odiitii keessoon ni taasifama					
5	Waggaa lamman kana keessatti yoo xiqqaate si’a tokko odiitii keessoon ni taasifama					
6	Baajata school grant dabalatee manni barumsaa karaa gahumsa qabuun fayyadamee jira					
7	Manni barumsaa qaamma dhimmi isaa ilaaluuf gabaasa galii fi baasii yeroo yeroon ni gabaasa					

Maalo! gaaffilee armaan gadii haala gaafatameen deebii ifaa fi gabaabaa ta’ee barreessuun deebii keessan kennaa

(1). Mana barumsaa kanatti hojii bulchiinsa faayinaansii ilaalchisee ciminoota ijoo sadii hanga shaniitti barreessaa

Cimina . _____

(2). Maddi baajata mana barumsa keessanni maal fa'i sadii hanga shanii barreessaa.

(3). Dhimmamtoota ijoo ykn qaamolee akka mana barumsa keessaniitti hojii galii mana barumsaa cimsuu irratti gahee olaanaa bahataa turan sadii hanga shanii barreessaa.

Muxannoo ykn raawwii hojii Hoggansa Humna Namaa ilaalchisee Gaafannoo

Barsiisotaa fi Hoggansa mana barumsaatiin guutamu

La	Gaaffannoo	1	2	3	4	5
A	Raawwii Madaallii Hojii Ilaalchisee					
1	Hojii barnootaa hordofuuf kan oolu cherkliistiin qophaa'e hojiin itti hordofamu ni jira					
2	Sirni hordoffi hojii mana barumsaa kanatti yeroo hunda ni jira					
3	Supparviziyinii keessoo ykn daree seenuun barsiisaa daawwachuun ykn madaaluun yeroo isaa eggatee ni gaggeeffama					
4	Madaallii hojii osoo hin gaggeeffamiin dura mariin dursaa ni taasifama					
5	Madaallii barsiisaa taasifame irratti hundaa'uun duubdeebiin ciminaa fi hanqina mul'ate irratti ni kennama					
6	Madaalliin barsiisaa ulaagaalee ifaa ta'an irratti hundaa'uun kan gaggeeffamu dha					
7	Madaalliin hojii barsiisotaa fi hojjattoota mana barumsaa kan gaggeeffamu karaa haqa qabeessa ta'eeni					
B	Hojii bulchiinsa naamusaa walqabatu ilaalchisee					
1	Adeemsi hojjataa rakkoo naamusaa ykn hanqina hojii qabu akka of sirreessuuf gorsuu jira					
2	Adeemsa tarkaanfii sadarkaa mana barumsaatti koree mana barumsaatiin fudhatamu irratti qaamni gidduu galuun gufachiisu hin jiru					
3	Tarkaanfiin rakkoo namusa salphaa m/b kanatti fudhatamu hirmaachisaa dha					
4	Gosti tarkaanfii rakkoo naamusa salphaa mana barumsaa kanatti fudhatamu hanqina kan hin qabnedha.					
5	Tarkasniin fudhatamu yeroodhuma hanqinni ykn badiin uumametti.					
C	Hojiidhaan Adda Duree Kan Ta'aniif beekamtii kennuu ilaalchisee					
1	Manni barumsaa beekamtii hojjataa adda dureef kennuuf bu'aa madaallii hojiitti ni fayyadama.					
2	Adeemsi beekamtii kennuu hirmaachisaa kan ta'edha.					
3	Fooyya'insa sadarkaa guddinaa irratti murteessuuf koreen GMBB fi BBLG raawwii madaallii hojii hoojjattoota ni fayyadamu					
4	Barsiisotaa hojii isaaniitiin adda duree ta'an sirni beekamtii kennuu jira.					

Maalo! gaaffilee armaan gadii haala gaafatameen deebii ifaa fi gabaabaa ta'ee barreessuun deebii keessan kennaa

Muuxannoo mana barumsaa keessani irratti hundaa'uun ciminootaa ijoo adeemsa hoggansa humna namaa sadii hanga shanii gahu barreessi

Cimina ijoo

Rakkoolee hojii bulchiinsa sadarkaa mana barumsaa danqanu.

Gaafannoo **Barsiisotaa fi Hoggansa** mana barumsaatiin guutamu.

L a	Gaafannoo	1	2	3	4	5
I	Rakkoolee hojii bulchiinsa faayinaansii walqabatanu					
1	Iftoominni dhabamuu					
2	Aanaa irraa deeggarsi ogumma fi hordoffii barbaachisaan dhabamuu					
3	Baajatni ykn maallaqni gahaan dhabamuu					
4	Qabeenya jirutti sirnaan itti fayyadamuu dhabuu					
5	Hirmaannaan ummataa laafaa ta'uu					
6	Hirmaannaa ummataa cimsuu irratti dura bu'aan mana barumsichaa koree GMBB fi BBLG waliin hojjachuu irratti kaka'umsa dhabuu					
7	Koree GMBB fi BBLG hojii bulchinsa m/b irratti kaka'umsa dhabuu					
8	karoorri bajataa hirmaachisummaa kan hin qabne ta'uu					
9	Qajeelfama school graantii hojiirra oolchuu dhabuu					
II	Rakkoolee Hoggansa Humna Namaatiin wal qabatan	1	2	3	4	5
1	Qabxiilee madaallii barbaachisoo fi karaa tarsimaa'een qopheessuu irratti hanqinni jiraachuuu					
2	Madaalliin gaggeeffamu iftoomina kan hin qabne dha					
3	Mariin dursaa nama madaaluu fi madaalamu waliin taasifamuu dhabuu					
4	Hojjataa ykn barsiisaa raawwiin hojii isaa olaanaa ta'e badhaasuu dhabuu					
5	Madaalliin sirrii fi haqa qabeessi taasifamuu dhabuu					
6	Mariin boodaa nama madaaluu fi madaalamu waliin taasifamuu dhabuu					
7	Madaallii barsiisaa raawwachuuf yeroo gahaan dhabamuu					

Maalo! gaaffilee armaan gadii haala gaafatameen barreessuun deebii keessan kennaa

Rakkooleen kan biro yoo jiraatan barreessuun deebii keessan kennaa

Bulchiinsa faayinaansii mana barumsaa ilaalchisee rakkoolee jiranu

1. _____
2. _____
3. _____

Bulchinsa human namaa ilaalchisee rakkoolee jiranu

4. _____
5. _____
6. _____

Dabalee 2

Yuunivarsitii Jimmaatti, Kolleejii Barnootaa fi Saayinsii Amalaa, Dippartimantii Hoggansaa fi Karoora Barnootaa (Edpm).

Gaaffii Af-deebii (Interview) Itti aanaa waajjira barnootaa 7, supparvaayizara mana barumsa sadarkaa 2ffaa 7, walitti qabaa BBLG 7 fi itti gafatamaa GMB 7f dhihaate.

Kaayyoo ijoon gaaffii af-deebii kanaa barreeffamaa ebba sadarkaa barnoota digrii 2ffaaf ta'uu qorannoo mata duree “**Practices, challenges and opportunities of SBM in government secondary Schools of Jimma zone**” jedhu irratti odeeffannoo gahaa ta'e sassaabuu irratti kan xiyyeeffatee dha. Kanaaf yaadni isin kennitanu qorannoo kanaaf galtee guddaa kan ta'udha. Yeroo keessan kennitanii yaada kennuu keessaniif baay'ee isin galateeffanna.

Kuta tokko

Odeeffannoo waliigalaa fi odeeffannoo dhuunfaa

saala _____ umrii _____ sadarkaa barnootaa _____

Muuxannoo:-Barsiisummaan _____ dura bu'aa m/b ta'uun _____ GMBB _____ BBLG _____

Gahee hojii amma irra jirtanu _____

Guyyaa _____ maqaa gaafataa _____

Sa'aatii jalqabaa _____ sa'aatii xumuraa _____

Kutaa lama

Gaaffilee qorataan ka'an karaa sirrii fi ifa ta'een deebii itti nuuf kennaa.

1. Haalli yeroo ammaa manni barumsaa baajata gargaarsa mana barumsaa fi galii keessoo Karoorsuu, Hojjirra oolchuu, Oditii keessoo fi alaa gochuu fi Gabaasa ummataa fi waajjiraaf gochuu maal fakkaata?
2. Maddi faayinaansi mana barumsa keessani maal fa'i?
3. Waajjira barnootaan ykn mana barumsaatiin Hojii bulchiinsa mana barumsaa ilaalchisee BBLG fi GMBBtiif leenjii ykn hojiin hubannoo uumuu kenname jiraa? yoo jiraateef maal irratti?
4. Hojii barnootaa bifa kamiin hordoffii fi madaallii gaggeessitu?
5. Sirni tarkaanfii fudhannaa fi badhaasa sadarkaa mana barumsaatti jiru maal fakkaata? Hammam hojiirra oolaa jira?
6. Dhimmoonni hojii bulchiinsa faayinaansii fi hoggansa humna namaa mana barumsaa keessatti akka hanqinaatti mul'atanu maal fa'i?
7. Carraawwan hojii bulchiinsa faayinaansii fi hoggansa humna namaa mana barumsaa keessatti hojjachuuf fayyadanu maal fa'i?
8. Manni barumsa hojjataa herregaa fi qabduu maallaqaa qaxarame qabaa? Yoo hin qaban ta'e haala kamiin hojjataa jiru?

Deggarsa nuuf gootaniif galatoomaa!

Dabalee 3

YUUNIVARSITII JIMMAA KOLLEEJII BARNOOTAA FI SAAYINSII AMALAA Dippartimantii Hoggansaa fi Karoora Barnootaa(Edpm).

Marii garee xiyyeeffannoo Mana marii barattootaa waliin taasifamu

Kabajamtoota miseensa Mana marii barattootaa.

Kaayyoo ijooon marii kanaa ebba sadarkaa barnoota digrii 2ffaaf ta'uu qorannoo mata duree Practices, challenges and opportunities of SBM in government secondary Schools of Jimma zone.jedhu irratti odeeffannoo gahaa ta'e sassaabuu irratti kan xiyyeeffatee dha. Kanaaf mariin isin waliin taasifamu qorannoo kanaaf galtee guddaa kan ta'udha yaada yeroo keessan kennitanii yaada kennuu keessaniif baay'ee isin galateeffanna.

Hirmaattoota dhi _____ du _____ ida'ama _____

Gaaffilee marii kanaa

1. Hojii bulchinsa faayinaansii fi humna namaatiin wal qabatu irratti hirmaattanii beektuu? Eyyeen yoo jettan, maal fa'i irratti?
2. Karoora baajata mana barumsaa karoorsuu irratti hirmaattanii beektu?
3. Adeemsa baru barsiisuu barsisota keessani irratti hanqina yoo argitan yaada irratti kennitanii beektuu?
4. Bulchinsi mana barumsaa gabaasa faayinaansii ykn galii fi baasii hammam gabaasa jira?
5. Galii mana barumsaa guddisuu irratti hirmaattanii beektuu? Eyyee yoo jettan maal gochuudhaan?
6. Hojii barnootaa irratti maatiin keessan hammam hirmaatu? Maal fa'iin mana barumsaa kana deggaru?

Hirmaannaa keessaniif galatoomaa!

Dabalee 4

YUUNIVARSITII JIMMAA

KOLLEEJII BARNOOTAA FI SAAYINSII AMALAA

Dippartimantii Hoggansaa fi Karoora Barnootaa(Edpm).

Ragaawwan adeemsa ykn raawwii hojii Bulchiinsa Sadarkaa Mana Barumsaa ibsan qorachuu
Kutaa I. Odeeffannoo Haala mana barumsaa

Bara manni barumsichaa itti hundaa'e. _____

Bakka itti argamu: Naannoo ____ Aanaa _____ Ganda ____

Baay'ina barsiisotaa dhiira ____ dubara ____ ida'ama ____

Kutaa II. Ragaalee haala hirmaannaa dhimmamtoota ijoo ibsu

1. Qaboo yaa'ii koree GMBB fi BBLG.
2. Ragaa faayinasnsii mana barumsaa.
3. Ragaa moodeelii 19, 22 fi 6
4. Ragaa madaallii hojjataa mana barumsaa ibsu.
5. Ragaawwan haala tarkaanfii naamuusaa fi badhaasa hojii gaarii hojjattootaa agarsiisu.
6. Ragaa oddeeffannoo barnootaa 2010-2012

Target Population eg teachers, students and directors

Population the accessible population 172 principal, and 172 teachers.

Sample population

The 78 respondents represent the sample size and were obtained from the study population using stratified random sampling method. This was in order to ensure that there was equitable and fair distribution of respondents

Reliability

Test Reliability test seeks to determine the degree of consistency of the research instrument. That is, if the instrument is able to return the same data when administered on similar respondents but from different study populations. Reliability test was carried out using the Cronbach alpha coefficient (α). The instrument was considered reliable upon all the study variables returning alpha values equal to 0.7 ($\alpha = 0.7$) or greater than 0.7 ($\alpha > 0.7$). As shown in Table 1, all the study variables were found to be reliable having returned alpha coefficients greater than 0.7.

Table 1: Reliability Test Results Study Variable Test Items Alpha Coefficients Budget Management 8 0.820 Financial Control 5 0.851 Financial Management 7 0.811 Average Reliability 0.827

Validity Test

Validity test seeks to determine whether or not the research instrument indeed measures what it purports to measure. According to Kimberlin and Winterstein (2008) an instrument can only be valid upon attaining the required reliability threshold. This study was interested in determining the content validity of the research instrument. This was realized by seeking expert opinion of the assigned university supervisor on the content of the questionnaire. None of the items in the questionnaire were modified as they were deemed to have attained the content validity threshold.

4.5 Pilot Study

Before the questionnaires were administered, the questions were tested through pilot survey. According to Mugenda and Mugenda (1999), reliability is the degree to which a research

instrument yields consistent results. This pilot test sample is based on what Mugenda and Mugenda (2003) indicate that, normally the pilot test sample is between 1% and 10% depending on the sample size. So that the test was conducted in Gozo Shasho secondary schools of the study area which was not among the sampled schools. From this school sixteen teachers, one principal, and one vice principal, and totally eighteen participants were included in the pilot test. The internal consistency reliability estimate was calculated using Cronbach's alpha coefficient for the Likert scale items. Then the researcher determined the reliability coefficient of the instruments by using SPSS program version 20. The alpha coefficient ranges from 0.71 - 0.79. So, this indicates acceptable degree of the questionnaires. Supporting this, George and Mallery (2003) also stated that the Cronbach's alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, < 0.6 is questionable, and < 0.5 is poor. The purpose of the pilot test was to identify and check the questionnaires and were valid and reliable. With the pilot testing, useful feedbacks were obtained on whether the respondents understand the questions easily, feel comfortable in answering the questions. As a result, problems related to the content, wording, length, and instructions were addressed by doing the necessary amendment and adaptation accordingly.