

**EDUCATIONAL DECENTRALIZATION AND COMMUNITY
PARTICIPATION IN SECONDARY SCHOOLS OF
BUNO BEDELE ZONE**

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DECLARATION

The researcher hereby declares that this thesis on the title, **Educational Decentralization And Community Participation In Secondary Schools Of Buno Bedele Zone** is my original work. I confirmed at confidentially it has been at my original work

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This is certify that thesis report by Fayisa Legese on the topic: **Educational Decentralization And Community Participation In Secondary Schools Of Buno Bedele Zone** and submitted in partial fulfillment for the requirements for the degree of master of arts (in school leadership) complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

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ABBREVIATIONS AND ACRONYMS

EFA - Education for All

ESDP- Education Sector Development Program

FDRE- Federal Democratic Republic of Ethiopia

GEQIP - General Education Quality Improvement Program

GER - Gross Enrollment Rate

KETB - Kebele Education and Training Board

MOE - Ministry of Education

PSTA – Parent-Student Teacher Association

REB; Regional Education Bureau

TDP - Teacher Development Program

UNEESCO - United Nations Education Science and Cultural Organization

WEO - Woreda Education Office

ABSTRACT

This study explored Educational Decentralization And Community Participation In Secondary Schools Of Buno Bedele Zone Oromia Regional State, Ethiopia. The specific objectives were to: assess the influence of the transfer of responsibility for planning, management, resource raising and allocation from Regional government to local government; determine the extent to which decentralized delivery of secondary education is practiced in the process of formulation, passage and implementation of public policies; and examine the challenges facing the decentralized secondary education on human resources and infrastructure in secondary schools of Buno Bedele Zone. The study was undertaken under a descriptive survey research design. The study employed both quantitative and qualitative methods of data collection. Primary and secondary data were obtained from the respondents and relevant records/or literature. The researcher selected four Woredas and Bedele town as the sources of information by simple random sampling and purposive sampling techniques respectively. Five secondary schools were randomly selected and similarly, teachers were selected by Simple random sampling. Furthermore, Woreda Education Heads, School Principals, KETB, PSTA and Community members were selected purposively because; they believe to be information rich. Questionnaire and interview were used as data collection instruments. Quantitative data were processed using SPSS-20 software. Qualitative data were analyzed through content analysis and reported in terms of themes/categories and quotations. Descriptive statistics were used included the frequencies, percentages, mean values and Standard deviations. The data were collected from 205 selected respondents using survey questionnaires; and from five school principals and five Woreda Education Heads using interview guides. Totally 205 sample respondents were included. Among the distributed questionnaires, 198 questionnaires were returned to the researcher, which means the response rate is 96.58 %. The major findings of the study were: education decentralization offers meaningful and potential outcomes between community members and local governments with mean values of (3.49, SD =.87 and 3.22, SD=1.01) respectively. Thus, education decentralization has improved delivery of education services(such as shortening of Distance to schools, empowering the community and participating in decision through school committee and high enrollment of students...). However, the challenges faced in education decentralization were shortage of science teachers 53(26.77%), lack of learning and teaching materials 45(22.73%), infrastructures (libraries, laboratories,..) 36(18.18%), Spread of COV-19 34(17.17%) and Lack of funds and Poor economic status 30(15.15%). Generally, Decentralization by Devolution will gradually bring about better results through full involvement of all concerned with taking decisions and timely empowerment of all concerned including KETB, PTSA, school administrators, deployment of qualified teachers ; fulfilling learning and teaching materials, laboratories and libraries and in the implementation of the policy. Also, taking effective and corrective measures on weaknesses, whenever monitoring unearths them.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is the fulcrum of sustainable development that holds the key to ‘social inclusion’. It is one of the necessary conditions for advancing quality of life. In other words, universal access to quality knowledge and skills ensures that every body has an equal opportunity to play a full part in work. (Inonda and Riechi, 2009). It is thus essential for integrating the marginalized and vulnerable in society into the development process promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the center stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of many several nations (Ohba, 2012).

Following the World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world (Bray, 2001). This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. The argument is that those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children (Chapman, et.al., 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the local’s participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001).

In addition, there are critical local conditions that demand community participation in educational development efforts, specifically in sub-Saharan Africa (Watt, 2001). Geographical complexity hinders the government to reach the locations of a community and to solve their educational problems efficiently. Many children stay in school for a short period of time while others are out-of-school because of socio-economic problems. There is ambivalence towards education and late school age enrollments. It is unlikely for the central government to solve these problems. Thus, educational development under such condition is

unlikely to happen, unless communities are placed at the center of the efforts intended to solve these problems and to overcome the critical challenges of poverty reduction whether as a partners of governments, civil society organizations or donors (Watt, 2001).

On the other hand, there are counter-arguments against community support in education. It is argued that community lacks the resources to support school and relevant skills to monitor the use of school resources and teachers, and commitment for democratization at the school level (Watt, 2001). These problems are more apparent in the rural parts than in the urban parts. Rural communities lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers. These likely raise the major issue of equity (Bray, 1996; Watt, 2001).

Likewise, community participation has been advocated in Ethiopian education development endeavors. The Education and Training Policy of Ethiopia was designed in the context of decentralized education system and has the goal that schools be “democratized and run with the participation of community, teachers, the student and relevant government institutions” (FDRE, 1994, pp. 16-17). The Education Sector Development Program (ESDP-V) mandates the community to participate from identification of local educational problem through planning, execution of projects, management to evaluation of the final product (MoE, 2015). The woreda (district) level decentralization reform seeks to empower the community “to participate in local development activities, improve local democratic governance, and enhance the scope and quality of delivery of basic service at the local level” (Garcia and Kumar, 2008, p. 8).

Local schools have been placed under local ownership and ambitious strategies for promoting community participation in education have been instigated at the federal and regional levels. The Oromia Bureau of Education has also enacted similar strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate in management and finance of their local schools. In order to assure these, Woreda (District) Education and Training Board (WETB); Kebelle (Council) Education and Training Board (KETB) and Parent-Student-Teacher Associations (PSTA) were anticipated to be organized at woreda, kebele and school respectively.

In light of the presented arguments and the contemporary phenomenon in Ethiopia, this study explored decentralization and community participation in education in Buno Bedele Zone of Oromia National Regional State, Ethiopia. The researcher was thought that the zone represents appropriate settings in which to investigate how communities participate in their local educational affairs for two reasons: First, the phenomenon is contemporary and very active which makes it noteworthy to explore. And second, the researcher interests to explore the phenomenon in the Zone.

1.2. Statement of the Problem

Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity) personal prosperity and freedom (Ankomah,et al., 2005).

However, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense resources are important for education quality -although how and to what extent this is so have not yet been fully determined. Inputs are enabling in that they undersign and are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) (Ankomah,et al., 2005). As a result, many African countries are facing deterioration of quality education right from the provision of physical facility, teaching and learning materials, deployment of teachers and performance to the transition from primary to secondary education (Sifuna, et al., 2010:8).

Studies conducted at a national level also clearly show that Ethiopian Secondary Schools have been facing challenges for a long time in enhancing students' academic achievement due to shortage of facilities, an absence of qualified teachers, poor leadership and management, lack of attractive learning environments and unsatisfactory parents and local community involvement (Ayalew, 2009). As quality is the major challenge of education system the first priority focus of ESDP V is quality education (MoE, 2015).

Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor pupils' academic performance cited (Oghuvbu, 2009). Furthermore, from a study by Temesgen (2018), Ethiopia faces constraints like trained manpower, shortage of capacity building for stakeholders, problems of insufficient administrative institutional capacity, large number of drop-out, lack of quality school materials, inadequate participation of local stakeholders and financial shortage to carry out decentralization at local level.

Community participation in education is the center to improve the educational facilities of the secondary schools in Ethiopia. To achieve education for all, the community participation in several aspects including school leadership and management, contribution of money, labor and local material for classroom construction, and curriculum evaluation is recognized to be indispensable (MoE, 2005).

Decentralization of education service delivery, it is also argued, can produce greater community pressure for transparency and accountability in school management. In Ghana, for example, education decentralization has been presented as the vehicle for strengthening management efficiency and accountability by locating critical decision-making of education matters at the district level (Chapman, 2000).

Henevald and Craig (1996) state that parents and community support is one of the key factors of school effectiveness in African Sub-Deserts. They identify five categories of parent and community supports which are relevant with the region, namely: (1) children are ready to learn when they arrive at schools; (2) community provide financial and material supports for schools; (3) frequent communication between schools, parents, and community; (4) community holds a meaningful role at schools; and (5) the members of community and parents support by giving instructions. School committees that enhance its social capital in the community show positive effects on learning while interventions that enhance its financial resource (Pradhan, Suryadarma, Beatty, Wong, Gaduh, Alisjahbana, and Artha, 2013).

Tegegne and Kassahun (2004) noted that the recent development in the Ethiopian decentralization process pertains to the devolvement of power and responsibility to Woreda level units of administration. Furthermore, as part of the overall decentralization process in Ethiopia, decentralization of educational management has been officially adopted through

the 2002 Education and Training Policy of Ethiopia to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training (MOE 2002). Garcia and Rajkumar (2008) also argue that while policy makers, providers, and citizens must work together to strengthen accountability mechanisms, there is a particular need to strengthen local government and enhance the role of service beneficiaries. They further show that while decentralization empowers local decision makers to set priorities in line with local demands, fiscal and human resources remain a major impediment.

With this understanding, the researcher was initiated to investigate Community Participation on school performance in the study area. Accordingly, to investigate Community Participation in decentralized educational management in secondary school of Buno Bedele Zone as guided by the following basic questions:

i/How does the transfer of responsibility for planning, management, resource raising and allocation from the Regional government to local government influenced the level of secondary education delivery in Buno Bedele Zone, Oromia Regional state, South West Ethiopia?

ii/To what extent is the decentralized delivery of secondary education being practiced in the process of formulation, passage and implementation public policies in secondary schools of Buno Bedele Zone, Oromia Regional state, South West Ethiopia?

(iii) What are the challenges facing realization of meaningful community participation in the decentralized secondary education in Buno Bedele Zone?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the current practices and problems of and community participation in decentralized secondary schools of Buno Bedele zone, Oromia National Regional Sate, South West Ethiopia.

1.3.2 Specific Objective

To achieve above mentioned overall objective, the study intended to address the following specific objectives:

- I. (i) To assess the influence of the transfer of responsibility for planning, management, resource raising and allocation from Regional government to local government on secondary education delivery in Buno Bedele Zone.

- II. (ii) To determine the extent to which decentralized delivery of secondary education is practiced in the process of formulation, passage and implementation of public policies in Buno Bedele Zone.
- III. (iii) To examine the challenges facing the decentralized secondary education on human resources and infrastructure in secondary schools of Buno Bedele Zone

1.4. Significance of the study

This study may be useful from the point of view of developing alternative solutions and strategies in dealing with problems that may negatively affect of improving educational quality in community participation in secondary schools.

Therefore, it is significant:

- ❖ To the schools in that it helps them by finding the causes of or poor community participation and suggesting possible solutions. The findings suggest means of getting utmost contribution from the community.
- ❖ To the communities and community representatives (PTA, KETB, and WETB and Local decision makers) in enabling them to know what is going on in schools and to take part in making decisions on school affairs. It also gives the community members the chance to work with schools and express their values by suggesting ways of creating good relationship with schools and community. It also enables them to improve their children's learning and expanding schools in the locality.
- ❖ To the government in that the results suggest how to create community awareness and sense of ownership towards involving in school affairs and sharing cost of education.
- ❖ It also lays a base for interested individuals or organizations for further study in the field/area.

In general, the study enables the authorities, the community and the schools to evaluate the status of school-community relationship and strive [or better performance and to enhance educational quality.

1.5. Delimitation of the Study

The study was conduct in five Woreda and one Administration town (Bedele town) of Buno Bedele Zone. This study was based on the standpoint to overcome the problems community

participation in decentralized educational management in secondary schools of buno bedele zone

Therefore, the study was delimited to the decentralization and community participation in secondary school. The study was geographically delimited to Dabo Hana Woreda, Meko, Gechi, Chora and Bedele town

1.6. Limitation of the Study

One serious limitation of the study was difficulty in organizing participant for disseminating survey questionnaires and interview. However, the researcher tolerated the problems and repeatedly communicated with them going to Woreda education office and schools and disseminated and conducted the interviews and attempted to make the study as complete as possible. Another limitation was the difficulty of getting the reference materials, internet services, in my work place. These problems could impose an impact on the successful achievement of the intended objectives of the thesis and delay accomplishment of the study on time.

1.7. Definition of Key Terms

The following key terms are defined according to the meaning they have in the study as follows.

Decentralization: A transfer of authority away from the central authority of the state to autonomous bodies having their own legal entity, for taking political and administrative decisions and assuming responsibility for the delivery of education.

Educational management: educational management is a process consisting of planning, organizing, directing and controlling functions performed to determine and accomplish the objectives of education by the use of people and resources.

Educational Quality -

Local: As per this paper the term local refers to the administrative units below the regional level that is zone, woreda (district) and school.

Community: refers to a fairly diverse group of education related stakeholders who have a collective purpose. This includes parents, local authorities, civil societies, community based organizations, NGOs, business people, microfinance institution, youth, churches, and other private institutions. These people and institutions which are visible in the community may or may not have a chance to be involved in education in school, at home or in the community.

Participation -the involvement of communities, children, parents, teachers, local authorities and education relevant stakeholders in enhancing children's learning (Epstein, 2006).

1.8. Organization of the Study

The study was organized into five chapters. The first chapter presents background information, statement of the problem, objectives, research questions, significance, scope and limitations of the study. The second chapter contains review of related literatures which was related to decentralization and community participation. The third chapter provides data sources, sampling techniques, description of data gathering tools, procedure of data collection and data analysis.

Chapter Four presents the results and analysis of the collected data. It presents the demographic data of respondents, data analysis procedure, and discussion of survey, and interview results. Chapter Five summarizes the findings, and provides discussion and conclusions based on the findings, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The concepts of Education Decentralization and Community Participation

This research topic is very essential to understand the meaning of Educational decentralization, community, participation and quality education. The understanding of the meaning of educational decentralization, community will help us to understand well the concept of community participation toward secondary education development in Buno Bedele Zone.

During the past decades a number of developing countries have undergone decentralization within the existing organizational structure with the expectations of increased local participation in decisions and improved system efficiency (Conyers, 2006; Mc Ginn & Street, 1986; Saito, 2008). The argument is local governments are closer and more in touch with the community and this is hypothesized to be a better position to deliver basic services more efficiently and effectively according to the local needs and priorities than the central government (Chapman et al., 2002; Saito, 2008). This is embedded in the principle that claims the central governments should not undertake those activities, which are at the reach and capacity of individual, private or local government called the ‘principle of subsidiary’ (Saito, 2008).

The interest in this principle has changed the old pattern of educational provision and control and local governance has been sought to be an enviable mechanism for local democracy and development (Saito, 2008). Almost in all countries educational decentralization reforms are introduced like a universal fashion (Mukundan, 2003) but many argues that there are confusions in concept (Lauglo, 1995). In this regards Lauglo (1995, p. 6) argued that the concept decentralization becomes more confusion when it is used in the context of the distribution of authority as in the national education systems.

In Ethiopia, during regional decentralization, the devolution of power was limited to regional governments and during the local level decentralization; it was further devolved to woreda and their constituencies (Gebre-Egziabher & Berhanu, 2007). Studies conducted during the second phase of decentralization revealed different implementation strategies among the regions that have undergone the reform (Garcia & Rajkumar, 2008). Despite the variations in experiences, it is essential to throw light on decentralization. A centralized

system is one in which the government holds most or all authority and power while a decentralized system is one in which power and authority is shifted down to the sub-national levels (Welsh & Mc Ginn, 1999). The forms of decentralization vary depending on the rationales with which a government approach the reform (Lauglo, 1995) and the extent of power and to which body power is devolved (Mc Ginn & Welsh, 1999; Shaffer, 1994). Regarding the former, Lauglo (1995) has categorized different forms of decentralization based on three rationales with which governments approach decentralization reforms - a political legitimacy dispersal of authority, the quality of service rendered and the efficient use of resources. Depending on the later, the concept of decentralization is commonly referred with at least three major forms of transfer of power and functions to sub-national governments and their constituencies. It is not the intention of this chapter to discuss the forms of decentralization exhaustively. Nonetheless, for the clarity, the researcher adopted the latter forms based on Shaffer (1994, p. 19).

De-concentration, also called administrative decentralization, involves handing over more routine authority and decision-making powers from a higher level of the central government to lower levels (regional, district, cluster), still accountable to, and staffed by, the central ministry. Delegation refers to transfer of (or lending) certain specific management responsibilities for some activities to other units, governmental or non-governmental bodies, implying somewhat stronger (but easily cancellable) local autonomy. Devolution, sometimes called political decentralization, strengthens sub-national units of government and actually transfers of considerable decision-making powers to local political bodies relatively independent of the central government. Privatization is the divesting of functions to the private sector, to either voluntary or for-profit organizations. Some writers consider privatization as a fourth dimension of decentralization (Fritzen & Lim, 2006) while others considered it as a form of devolution (Hanson, 1997). In few cases implicit or de facto delegation is applied when government fail to provide education in some locations (Gershberg & Winkler, 2003). For the case in point, it may be employed in remote areas to hold the community responsible for financing and provision of education and sometimes through some compensatory mechanism such as through subsidies. Among the different forms of decentralization, devolution of power to local government, institutions and community encourages greater scope of participatory development (Shaffer, 1994, p. 19).

Further, decentralization is referred with three dimensions; namely, political, administrative and fiscal decentralization. Accordingly, to Fritzen and Lim (2006, p. 2): Political decentralization involves the transfer of power to politically elected local governing bodies in an attempt to make them accountable to their constituencies through establishing oversight boards or the introduction of new forms of community participation in development management and policy making. Fiscal decentralization involves the altering of the sources of revenue for local governments through such efforts as block grants, intergovernmental borrowing and lending and changes to revenue sources available to local governments through user fees, service charges and taxes. Lastly, administrative decentralization involves the transfer of policy-making and management responsibilities from central to local levels. In Ethiopia, with the woreda level decentralization, the three dimensions were devolved further from the regions to woreda and subworeda. It is widely claimed that devolution of administrative, fiscal and political decision making power to local government and their constituencies increases participation and accountability at the local level (Coppola, Lucza K, & Stephenson, 2003; Tilkson, 2008).

2.2. The Rationales for Decentralization and Community participation in Education

Decentralization is seen as a means of achieving political, economic and administrative goals that could be publicly stated and unstated (Conyers, 1986; Lauglo, 1995). The rationales differ depending on interest groups involved in decentralization -government, international agencies, academics and others (Conyers, 1986,2006). Nonetheless, these interest groups view decentralization as a means to improve the planning and implementation of national development programs and to facilitate effective popular participation in the process of development (Ibid). With reference to the former rationale, in education, decentralization is viewed as a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Baganda, 2008, p.20). As to the later, decentralization is viewed as a means of improving the relevance of local decisions, as a means of encouraging local support in implementation of development programs and thereby helping to improve basic service provision (Conyers, 2006).

The major rationale for decentralization is the transfer of significant amounts of power or authority, functions and capacity (financial and human resource base) from the central

government to the local institutions to ensure efficient and effective local decision making based on local knowledge without changing the socio-cultural, political and natural environment of these local . Decentralization also aims at promoting high-level community participation, democratic governance and maximum accountability of decision-making. Thus, decentralized system of governance seeks to instill in the local people commitment and understanding of their development process so as to make them contribute positively to it (Hussien, 2007).

Much of the decentralization that has taken place in the past decade has been motivated by political concerns. For example, in Latin America decentralization has been an essential part of the democratization process as discredited autocratic central regimes were replaced by elected governments operating under new constitutions. In Africa, the spread of multiparty political systems is creating demand for more local voice in decision-making. In some countries, such as Ethiopia, decentralization has come in response to pressures from regional or ethnic groups for more control or participation in the political process (Litvack and Seddon, 1999).

The decentralization process has an objective of ensuring maximum coordination between the various agencies involved in planning and implementation of development programs at the local level. As a result, under any form of decentralization, local institutions including public, private and community based organizations were encouraged to collaborate in the design and implementation of development process. It also aims at ensuring spatial equity in the sharing of planning, decision-making and management functions from the central government unit. Once lower units of administration were established, it becomes imperative for central government to channel some level of resources to such units. Such resources were supposed to be used to address the development problems of the local were as as a way of bridging any intra and inter local were as spatial inequalities in development (Jeilu, 2001).

Decentralization is also advocated as a way of improving the management of development by enhancing the governance of development, increasing flexibility and responsiveness. Thus projects and programs that were implemented at the local level can be adjusted more easily when unanticipated changes were required instead of such matters of a local nature being determined by central government authorities. In addition, decentralization has an objective of making maximum use of both local, natural and human resources in a

sustainable way to ensure rapid development of local were as. There is therefore always a link between decentralization, local resource mobilization and utilization, and national development. This is because it is the local people who have an in-depth knowledge about the resource base and will thus be able to utilize them to the maximum benefit of the local woreda in particular and the nation as a whole.

Economists justify decentralization on the grounds of allocative efficiency. Their economic rationale is that decisions about public expenditure that were made by a level of government that is closer and more responsive to a local constituency were more likely to reflect the demand for local services than decisions made by a remote central government. A second economic rationale for decentralization is to improve the competitiveness of governments and enhance innovation and hence the likelihood that governments will act to satisfy the wishes of citizens. Another potential benefit for decentralization is that people were more willing to pay for services that respond to their priorities, especially if they have been involved in the decision making process for the delivery of these services (Rondinelli, 1998). Concerns about equity inter-jurisdictional and interpersonal have been central to the discussion of decentralization. Some jurisdictions were better endowed with resources than others, perhaps because of size or location. It is usually argued that central governments were ultimately responsible for ensuring interpersonal equity. Where local economies were intrinsically open and many resources, especially key human resources, were mobile, only limited success should be expected from jurisdictionally focused distributional programs. Still, local governments can and do play very important roles in implementing central distributional programs and in determining a host of tax, expenditure, and intra-locality transfer schemes (Litvack and Seddon, 1999).

On the other hand, scholars noted that decentralization cannot be a panacea for all development ills. There were limits to decentralization. Decentralization policies do not always achieve their deflowered objectives. Ideological and political, administrative and planning, human and financial resource considerations and constraints affect the outcomes. Defining tasks and responsibilities to be transferred and how to finance them at the local level is also an essential task. As much as decentralization is now an accepted strategy, it has its own pitfalls arising from design, implementation and impact (Boko, 2002).

The policy of implementation of education by using decentralization principle provides high opportunities for the community to participate in various ways. There have been a great number of researches which identify various ways of community participation in children education. Coletta and Perkins (1995) illustrate the role of community in various ways, namely: (1) research and data collection; (2) dialogs with the policy makers; (3) school management; (4) design of curriculum; (5) development of learning materials; and (6) school development. Community participation and role in a region is of course different with another region since it is affected by the needs and sociocultural beliefs of each region. Henevald and Craig (1996) state that parents and community support is one of the key factors of school effectiveness in African Sub-Deserts. They identify five categories of parent and community supports which are relevant with the region, namely: (1) children are ready to learn when they arrive at schools; (2) community provide financial and material supports for schools; (3) frequent communication between schools, parents, and community; (4) community holds a meaningful role at schools; and (5) the members of community and parents support by giving instructions. School committees that enhance its social capital in the community show positive effects on learning while interventions that enhance its financial (Pradhan, Suryadarma, Beatty, Wong, Gaduh, Alisjahbana, and Artha, 2013).

2.3. Challenges and Dilemmas in Decentralization of Education

The rationales and outcomes of decentralization are tantalizing and conflicting (Saito, 2008; USAID, 2005; Welsh & McGinn, 1999). It is widely argued that efficiency and effectiveness are more likely to be achieved when decision-making is placed at the local level. But localization of decision alone should not be considered as a panacea rather as a means to the ends provided that fundamental requirements that enhance the implementation process are fulfilled at the local level. Otherwise devolving decisions and function to the local will not have advantage (Welsh & McGinn, 1999). Local autonomy increases independence and flexibility in decision and operation. However, when the required level of decision-making power is absent at the local level it affects the performance of the local governments (USAID, 2005). During the regional devolution in Ethiopia, woreda and sub-woreda governments had lacked the necessary power required for their local operations (Gebre-Egziabher & Berhanu, 2007). This had constrained the local governments to perform their functions effectively and the

implementation of decentralization had consumed higher than the expected level of government expenditure (BBO, 2006; Gebre- Egziabher & Berhanu, 2007).

Likewise, in many Africa countries educational decentralization failed to yield the intended outcomes due to absence of real decision-making power and resource at the local levels (Winkler, 2005). Some notes that in many African countries decentralization was not able to promote local participation and achieve the intended goals because the reforms were little more than de-concentration of functions (Coppola *et al.*, 2003). However, realization of improved local participation, efficiency and effectiveness in education needs devolution of fiscal, political and administrative power and functions to the local governments and their institution (Ibid). In other countries like Indonesia, due to the imbalance of these dimensions at the local level the decentralization reform become a costly reform and exceed the financing capacity of the country (Tikson, 2008, p. 45). Galshberg and Winkler (2003), in their study of educational decentralization in certain African countries including Ethiopia, observed local features like parents illiteracy, fragile democracy, and less well developed banking system, to affect the success of educational decentralization.

Quality of local decisions depends on local units that are able to process and use information, and representation of interests of individuals and groups affected by the decisions (Hurst, 1985; Welsh & McGinn, 1999). In Ethiopia during the regional devolution, educational decentralization had not achieved the intended objectives because the local governments lacked the basic knowledge and experience to perform effectively (Garcia & Rajkumar, 2008; Tadesse, 2007). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayelew, 2009).

According to a study conducted by Saito and Kato (2008), in India, in Karnataka state the local level decentralization failed to achieve the intended outcomes due to lack of adequate resource and necessary power at the local level. There were many practical circumstances where countries that have undergone decentralization reforms failed to achieve the intended outcome and/or produced the unintended ones. Faguet (2001) has reviewed educational decentralization reform in Algeria, Tunisia and Libya, New Guinea and others and observed mixed results. The outcomes were moderate success in some, moderate failure in some, and both results in others.

There are many conditions that vary the actual outcome of educational decentralization from the planned one. Conyers (2006, p.459) presented these conditions in three major categories: First, in many cases the actual degree of decentralization seems to have been very limited either because of the proposals weren't implemented as intended or because the initial proposals did not provide for a significant decentralization. Second, there are claims that decentralization has done little to improve the planning and implementation of local development programs and therefore to contribute to local or national development. Lastly, there are complaints that power has been decentralized to the "wrong people", either central appoints or local elites so there has been no meaningful increase in the participation of the mass of the people (Rondinelli, 1981, as cited in Conyers, 2008, p.459). In light of the above challenges and dilemmas, community-state partnership is thought to increase community participation and improve school performance. Lyons (1985) proposes centralization in a decentralized planning system which he calls "de-concentration" meant that the center retains the main elements of strategic control of the system that are the subject of national interest, but widens the scope of planning, decision-making and control at the local and/or other sub-national levels of the system and at the same time improving the quality of communication between center and periphery -that a combination of strategies is supposed to give positive outcomes.

From this discussion it can be understood that there is no single blue print for implementation of decentralization that will increase efficiency and effectiveness of education. Some urge best practices, anecdotal and evaluative, growing out of educational decentralization reforms, majorly from Latin American countries and Eastern European countries (Galshberg & Winkler, 2003, p.23). On the other hand, Welsh and McGinn (1999, p.58) urges "a strategic approach is to be preferred over' best practices approach. The number of effective combinations of decision is large; there are many ways to improve education. Consequently, decision-makers and managers do not maintain a single strategy over time, but instead can vary where decisions are made according to the current situation of the organization. A strategic approach would define the principle that guide choice in situations, rather than specify the fixed structural changes to be made."

2.4 Community Participation in Education

Community participation is the circumstances in which individuals in the community are involved in the development processes in all levels of society through active contribution and for the purpose of sharing the benefits from development (Vandana, 1995). Community members participate in sharing responsibilities over development initiatives, decisions and resources which affect them (Nelson and Wright, 1995, p5). They (community members) also participate in development projects/programs through their representatives or directly participate in development activities (Pretty et al., 1995; Crocker, 2007). In short, community participation in the development refers to the process of including local people, families, local authorities, community leaders, development workers, and development professionals in the process of identifying problems, the planning, implementation, monitoring and evaluation of the development project in the community.

A number of education researchers argue that the participation of communities in education enhances children's performance at school, and is the motivating factor for children to continue through to tertiary education (Epstein, 2006; Griffin & Steen, 2010; Sheldon, 2003; Shanders, 2001; UNESCO, 2013a, 2013b). These educational researchers agree that community participation in education is the processes through which children, parents, community people, local authorities, teachers, the private sector, and other relevant stakeholders participate in school programs or in education related institutions.

Research shows that academic performance among children from different backgrounds varies (Griffin & Steen, 2010). Children whose parents get involved in their learning generally receive better academic results than other students. This variation is argued to be partially caused by the disconnection between teachers, parents and community (Griffin & Steen, 2010). Some communities may be very individualistic and this may cause the isolation within the community where children live, and not inspire collective action for supporting children. The participation of parents and communities in education is argued to bring substantial benefits for improving education (Epstein, 2006; Griffin & Steen, 2010; Bryan & Henry, 2012). These studies contend that the involvement of families and communities with schools, especially when they work together, increases the academic success of children.

To enhance participation and to promote collaborative work between schools, communities and families for children's learning, Joyce L. Epstein, who is a well-known education consultant, developed a school-family-community partnership framework for schools and education institutions (Epstein, 2006). This framework has been applied by several educational institutions and researchers in both developing and developed countries (Epstein, 2006; Griffin & Steen, 2010; Bryan & Henry, 2012).

2.5. Forms of community participation in education

Epstein strongly believed that children can do better in their learning when teachers, families and the community work together to achieve learning and development goals of children (Epstein, 2006). To contribute to this contention, she suggests that educational institutions build strong partnerships. She suggests that:

The strong partnerships are team based, with teachers, parents, and administrators working together to plan and implement goal-oriented programs, policies, and whole-school activities to create a sense of community between families and school (Epstein, 2006, p 40).

To enhance strong partnerships, Epstein developed an involvement framework with six types of involvement (see Table 2). Epstein used the term 'involvement' to refer to various forms of participation but did not analyze them as being strong or weak (as in Arnstein's ladder of citizen participation). Thus, Epstein's framework is not judgmental because the concept of participation may change in accordance to the context, types of involvement and commitment of the implementers. This framework, as suggested by the author, is applicable in all levels of education, and in different contexts. In addition to Epstein's six types of participation, Griffin and Steen recommended *Leading* (2010) as an additional category for promoting partnership. Griffin and Steen recommend that in order to get communities and families to participate in education, leadership by school administrators and community leaders is required.

Table 1.1: Epstein's Framework for Forms of Participation

Types of involvement	Description
<i>Parenting</i>	The schools assist community and parents with parenting and childrearing skills, in understanding child development, and in setting home conditions that support children as students at each age and grade level.
<i>Communicating</i>	The schools keep community and families up-to-date on school programs and student progress through effective school-to-home and home-to-school communications.
<i>Volunteering</i>	Activities that support children and school programs, improve outreach, training, and schedule to involve families as volunteers and improve family attendance at events at school and in other locations.
<i>Learning at home</i>	The schools offer suggestions and techniques to involve families in learning activities with their children at home.
<i>Decision making</i>	Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
<i>Collaborating with the community</i>	Coordinate resources and services for families, children, and the school with businesses, agencies, and other groups. Provide services to the community.

Source: Epstein, 2006

The aim of this framework is to provide guidance to school staff, families and communities to perform their partnership roles to ensure better academic achievement of their children. The concept of such partnerships is to build connections between schools, families, and communities so that the three partners assist each other in supporting children to have successful study outcomes in their future lives (Epstein, 1995).

The first type of participation is ***parenting***. In Epstein's framework, parenting requires more awareness and understanding about the stages of child development (Epstein, 2006), so that parents, guardians or caretakers better understand the needs of children to develop mentally and physically (Bornstein, 2005). It is assumed that when parents are aware of child development, they provide better support to their children's learning both at school and at home, for example, parents motivate children to study at home, and bring children to school. The partnership works both ways with schools also assisting families in parenting and child rearing skills (Epstein, 2006; Griffin and Steen, 2010).

The second type of participation is ***communicating***. This is crucial for school and parents to keep up-to-date information between home and schools. Effective communication allows teachers and parents to build common understandings about each other's needs and the

encountered challenges in teaching and learning of teachers and children (Epstein, 1996; Griffin & Steen, 2010). This shows children that school, communities and schools work together for them. Communication between school, families and community is the most effective way to link the home and school (Marockie and Jones, 1987). The school may receive constructive feedback from communities and parents with regard to school management, school environment, and quality of teaching and learning. In addition, the school can give updated information about school events to the parents, communities and local authorities. This type of involvement includes the culture of sharing information because parents often have little idea about their children's behavior at school. This communication enables teachers and parents to identify needs for supporting children's development. Schools play a dominant role in improving communication.

Conversely, poor communication is a barrier for parents to get involved in their child's education, and it can prevent children from achieving academic success (Griffin & Steen, 2010). To improve the communication between teachers and parents, it is suggested that parents should be invited to participate in school planning, and any discussion which concerns children's learning and other education related issues (Griffin & Steen, 2010).

The third form of participation is *volunteering*. This is the volunteer work of parents and the community at school events. The framework suggests that school programs should include or invite parents to join in training, outreach activities and increase family attendance in any events in the school (Epstein, 2006). This may build a connection between the school and family and familiarize families with school. Getting communities and parents to volunteer in the school program is not easy; it needs intensive effort on the part of school administrators (Griffin & Steen, 2010). Griffin & Steen have suggested the creation of a school program which enables parents and communities to volunteer to provide skills that relate to children's learning (2010).

The fourth type of participation is *learning at home*. Families may help children through checking homework, playing, and storytelling. The school program may provide assistance in terms of suggesting techniques and offering advice to parents to support children's learning at home. Research shows that the engagement of families in children's learning at home enhances children's performance at school (Klein & Ballantine, 1999). Griffin & Steen (2010) found that parents who themselves have a higher level of formal education are more involved in their children's learning at home than those who have a low level of formal

education. Therefore, it is suggested that schools and school administrators coordinate training or workshops for parents that could enhance their understanding of the learning needs of children to assist their children learning at home (Griffin & Steen, 2010). As an example, Epstein suggests developing a homework monitoring system for parents to help their children's learning.

The fifth type of participation is the inclusion of families in *decision making*. The framework suggests that families be included in any decision making which affects the common interests of children and the community. Communities and parents should be invited to join meetings, advocacy activities, school committees, and be involved in school governance. Involving families in school decision making is argued to be a main goal of school based management and school reform efforts (Epstein, 2006) because it enhances not only shared roles and responsibilities among partners, but also mobilizes talent and specific skills from parents and communities in accelerating the academic success of children (Griffin & Steen, 2010). Parents and communities may also feel empowered which results in ownership within the community. However, to have meaningful participation, efforts must be made to ensure that the families of vulnerable children are included so that their voices are heard (Griffin & Steen, 2010). The involvement of PTAs in school decision making processes is an example of type five involvements.

Sixth, *collaborating with the community* is perceived to be both effective and efficient. The school provides education services to families' children in the community; communities and parents mobilize resources and related skills to help the school (Epstein, 2006). This may enable learning processes and links theoretical learning from the classroom with the real world in the community wherein children live. For example, children improve their numeracy, literacy skills and social interaction through the collaboration of school, community and their parents. Each partner has a complementary role to another. Thus, according to DeFilippis and Susan (2008), it is not only parents and people directly in the education community who should get involved in this collaboration, but also relevant institutions such as business people, religious organizations, community clubs, youth clubs, and local investors within the school community.

Griffin and Steen (2010) found that Epstein's participation framework would not be effective unless *leadership roles* are applied by the educational administrators. The task of leading involved the facilitation, coordination, designing, implementing, monitoring and

evaluation of the education or schooling program. Griffin & Steen (2010) stressed that leading roles should be the responsibility of the educational institution leaders or/and school. Research in Cambodia, has also found that the participation of families and community in education can increase the attendance of children in class and reduce trouble in schools (Pellini, 2010). Absenteeism is one of the common problems that occurs in Cambodian schools. The possible causes are children's slow learning, truancy and children's personal health problems, especially with girls (Pellini, 2010). Pellini suggests that parents can help in solving these problems, and that as a result of their involvement children are more likely to graduate from high school and attend college (2010).

2.6. Levels of Community Participation in Education: Bray's framework

Mark Bray (2001) brought together the Arnstein's typologies about levels of participation with observed practices in education (Table 3). It should be noted that Bray's practices' do not map exactly onto Epstein's forms of participation. Therefore, in Table 4, I merge the frameworks of Bray and Epstein to provide a comprehensive framework for my analysis in the study area.

Table 1. 2: *Degrees of Community Participation in Education*

Pseudo Participation		Genuine Participation					
Community Role/ Education functions	Use of service (1)	Contribution Of resources (2)	Attendance at meetings (3)	Consultation on issues (4)	Involvement in delivery (5)	Delegated powers (6)	Real powers (7)
Planning							
Mobilizing resource							
Monitoring the schools							
Teacher training							
Textbook design							
Textbook distribution							
Certification							
Building and maintenance							
Monitoring the schools							
Teacher training							
Textbook design							

Source: Bray, 2001 modified by Author

According to Bray (2001) participation in education is placed between two extremes: “genuine participation” and “pseudo-participation”. Genuine participation is the process in which participants voluntarily participate in development process. They have equal rights, power and influences in making decision. In contrast, in pseudo-participation, people participate for consultation and information giving in development, research or in completing surveys. Participants do not have the power or rights to make decisions.

Between pseudo-participation and genuine participation, certain types of participation are identified including (1) use of service, (2) resource contribution, (3) attending meeting, (4) Consultation, (5) involvement in service delivery, (6) delegated power and (7) real power.

2.7. Factors affecting community support in education

In the literature it is possible to find many factors that could affect community participation in education. The level of community participation attainable at any given time is affected

by economic conditions of community, existing political and institutional arrangements, and social and cultural condition (Adam, 2005; Shaffer, 1994). Shaffer (1992, as cited in Uemura, 1999, p. 10) in his attempt to find factors that affect community participation in formal education, he observed community participation to be lower in socially and economically marginal populations. In these segment of the society, Shaffer had investigated fewer appreciation of the overall objective of education, a mismatch of what they expect schools to be and what the schools were doing, a thinking that provision and management of education is the task of the state, and lack of knowledge of the structure, functions and constraints of school as well as the realization that collecting the benefit of better education takes long time.

The existing institutional arrangement is another factor that affects community support for education. Decentralization is the major condition that is supposed to increase participation but not all stakeholders in education accept and participate at an equal level (Welsh and McGinn, 1999). In decentralization of education resistances from teachers are often cited for obstructing community participation in education. Teachers expect that community participation in schools will increase accountability and control on them, and lose freedom if the community gains power over school decisions (Uemura, 1999). On the other hand, Uemura argues that all parents do not get involved in education because parents have different understanding about schools and consequently they could think that they have no control over school, may not want to talk to and interfere into teachers' business. The cost and benefit of supporting education is another detrimental factor for community participation in education. When the cost of supporting schools outweigh the benefits of education, it is unlikely for community to participation to advance (Uemura, 1999; Watt, 2001).

Another challenge related to institutional arrangement is weakness that could happen on the part of school management committee due to lack of incentive for the service they render for a school. Concerning this factor, Aviner (1980, p. 125) argues that members of school management committee most likely develop apathy, lose commitment and/or become halfhearted over time because of lack of incentive for coordinating community participation which Aviner characterized it as time consuming and energy draining.

Shaffer (1994, pp. 25-7) on his part submit other factors that affect achieving higher level

of participation in participator approach to development in general and in education in particular. These includes: heterogeneity of community; capacity to afford cost of participation required in participatory development and collaboration activities; the need for new and complex managerial and supervisory skills, attitudes, and behaviors; conflict of interest between goals of participation and political agenda; individual and institutional inability and resistance to accept the change and administrative obstacles.

2.8. Education Decentralization in Ethiopia

Decentralization of key decision-making at school level has been a recent development in the Ethiopian education system. This section analyses how Ethiopian education policy enables school-based management to work with stakeholders to make decisions that will improve the quality of children's education. Woreda level decentralization was characterized by devolution of power and service delivery function further to woreda and sub-woreda and their institutions and the development of block grant intergovernmental transfer systems. The regions and sub- regions were to use own resources and to generate additional income from existing resources and was to increase autonomy in plan and in budget preparation. The regions were given the power to redeploy more skilled and experienced manpower and to recruit more staffs depending on local decisions and available budget. This was supposed to make sub-national levels of government become more independent and more autonomous compared to decentralization-com-devolution or regional decentralization (Gebre-Egziabher and Berhanu, 2007).

After the woreda level decentralization system, the Ethiopian administrative system has been structured in three systems: federal, regional, woreda (Gebre-Egziabher and Berhanu, 2007; Garcia and Rajkumar, 2008). The federal state is federate from nine regions and two chartered city administrations. The regions were formed based on ethno-linguistic locations while the two city administrations were created based on special consideration. The regions were sub-divided into woredas, which were again sub-divided into kebelles. Regions have also established zones in their respective . The zones were not self-autonomous. They serve as intermediaries between regions and woredas and help to facilitate administrative and development activities with technical assistances from regions. The legal and institutional structure of regions and woreda mirror the structure of the federal one. The Federal constitution defines the power and function of the regions and the regional constitution defines the power and functions of woredas.

Officials in kebelles were the only paid part-time workers though they have similar functions and responsibility as officials at the woreda level. Recently, kebelles have been sub-divided and sub sub- divided into “Gare and “Gooxii” respectively for ease of administration and grassroots mobilization.

Ethiopian educational history indicates that the issue of school management and decision making at school level is a recent development. The modern school system was introduced into the country by missionaries during the nineteenth century. The first modern government school was built by Emperor Menilik in 1908; further schools were built by Emperor Haile Selassie and the subsequent regimes (Teshome Nekatibeb, 2012). The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor’s conviction that education held a key position in the country’s development.

However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled General Directions of Ethiopian Education in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Teshome Nekatibeb, 2012). Similarly, the Federal Democratic Republic of Ethiopia issued two policy documents entitled “Education and When ESDP II was designed in 2002, the government realized the significance of management and decision-making at the woreda and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralize critical decision-making from regions and zones to the woredas and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE,2005). The devolution of decision-making authority to the woreda level was expected to strengthen woreda-level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MOE, 2005). The focus of the decentralization program at this time was to strengthen the capacity of Woreda Education Offices (WEOs) through training in educational and financial management (MOE, 2005).

ESDP III also outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers’

houses, and encouraging girls to enroll in schools. Community members and parents are members of the Parent–Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE, 2005). The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MOE, 2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the woreda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE, 2005).

Tegegne and Kassahun (2004) noted that the recent development in the Ethiopian decentralization process pertains to the devolvement of power and responsibility to Woreda level units of administration. Beginning in 2001, power was devolved to Woredas in four Regional States, namely, Amhara, Oromia, the Southern Nations, Nationalities and Peoples Region (SNNPR) and Tigray. At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government programs because they did not have the capacity to ensure that schools were managed and administered effectively. In addition, the system suffered from a weak relationship between regions and woredas (MOE, 2010). ESDP IV therefore emphasized the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centers, and improving school level management through capacity-building programs (MOE, 2010).

As quality is the major challenge of education system the first priority focus of ESDP V is quality education (MoE, 2015). ESDP V defined one of the key objectives as “Promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently” (MoE, 2015). The General Education Quality Improvement Program (GEQIP) aims to improve quality intervention in key areas, including school management and administration (Ayalew Shibeshi, 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).

2.9. Educational Administration Strategies

2.9.1. Parent-Student-Teacher Associations (PSTA)

The PSTA is a joint body of parents and teachers to be composed of seven executive members elected at the parent-teacher assembly. These are an elected community member as a chairman, male and female teacher representing teachers and other four members representing the community. The association is accountable to the parent teacher assembly and serves for a three years term unless removed from the position because of their low performance. The parent teacher assembly has the power to appoint as well as to remove the PTA members from their positions. PSTAs are intended to strengthen school-community relationships; make the school a good teaching and learning environment; foster a good academic relationship between teachers and student; and lead and administer schools on behalf of the community in collaboration with local government bodies. A PSTA is responsible for leading and administering the affairs of a single school depending on regional guidelines. In all schools in Oromia Regions, PSTAs are expected to function according to duties and responsibilities assigned to them by the regional government. According to the guideline, PSTA is to have more than 25 stated functions (for detail see REB, 2006, p. 30-33). The duties and responsibilities of PSTA would not seem to be less than the duties and responsibilities of a regular office worker. In Mortena Jirru and Bereh Aleltu woreda of Northern Shoa, Ethiopia, a study by Tadesse (2007) observed that the PTA members were not able to identify these functions and perform them effectively because of lack of competence and training.

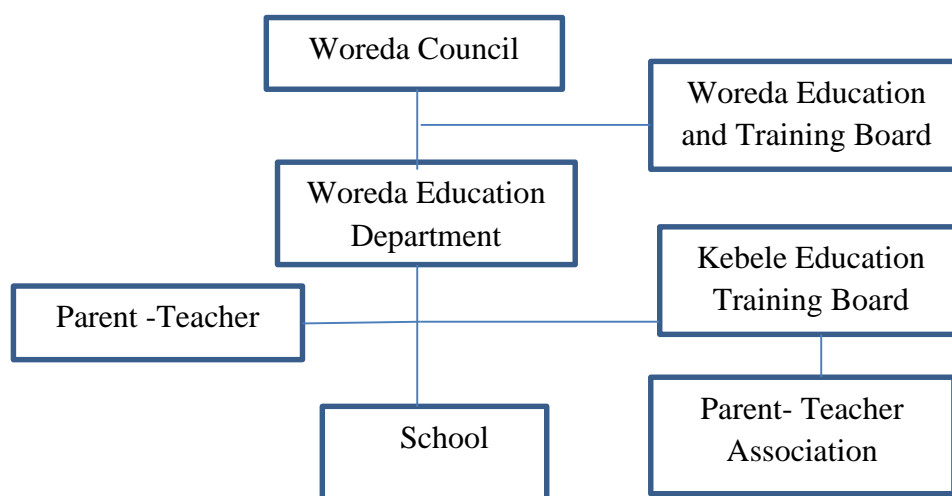
2.9.2. Kebele Education and Training Boards (KETB)

A KETB is legally nominated body that oversees all schools in a kebele. The board is composed of nine members. These are the kebele administrator as a chairman of the board, the school headmaster as a member and secretary of the board, three representatives from parents, two representatives from youth and women associations, and one representative from the Kebele Teachers Association. The establishment of the board is expected to alleviate physical distance between rural schools and woreda and to enable schools to get

decisions made promptly. In addition, the board is intended to coordinate the community in a school catchment area and to solve educational problems of a kebele, to identify and bring school aged children to school, to promote girls education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage) and to facilitate expansion of private schools.

The KETB is accountable to the kebele council. Like the PTA, its duties and responsibilities are defined at regional level (for detail see REB, 2006, p. 27). Tadesse (2007) also noted in his investigation, that the KETBs were nominated because of political consideration rather than because of their qualification or experience; and that they were unable to identify their duties and responsibilities and perform their functions effectively.

Figure2. 1 Organization of local school governing bodies in Oromia region



Source: Oromia Bureau of Education (REB 2006, p.26)

Figure 2.1 depicts PSTA, KETB, and WETB structure. PSTAs are accountable to parent teachers association whom they represent. However, they report their activities to KETB. PSTAs are regularly to meet on every 29th of each month (Ethiopian calendar and a local holiday), in order to minimize absentees from meeting, unless wanted for urgent matters. Though the headmaster is not a member of the PSTA, he/she is to attend PSTA meetings for giving information without any formal authority or voice in the meeting or in decisions. KETBs are directly accountable to WEOs who nominate and incorporate them. KETBs are not representative of the community but they are supposed to listen to and represent the community. Unless urgent, the board regularly meets bimonthly. Students are not represented in the PSTA, KETB and WETB.

2.9.3. Woreda Education Office

A woreda education office leads and administers all educational affairs of the woreda. While the PTA and KETB seem to be selected on the basis of political consideration; the WEOs are appointed on the basis of their professional experience.

With regard to community participation in education, the office is responsible for coordinating, and providing technical assistance and capacity building arrangements for headmasters, PTA, KETB and community. The office also approves community proposal for school construction, provides financial and expertise assistance, finds non-government sources of fund for community works in education, promotes competition among schools or kebelles and provides incentives for those who perform best. The woreda education office also hires teachers for primary school, appoints headmasters and Cluster Resource Center (CRC) and removes them from their post if they are found to be under performing.

The Cluster Resource Center (CRC) is established to overcome challenges of transportation and communication among rural schools. Schools close to each other are grouped together and form one cluster. The most accessible school (closer to transportation facilities) serves as a CRC and the member schools are to get their resources (for example, textbooks) from this center called CRC. The CRC serves as a center where the government or other bodies supply educational resources and where the member schools get these resources (e.g. educational materials and school supplies). The CRC also serves as a meeting place for member schools.

2.9.4. Zonal and Regional Education Offices

Above the Regional Education Bureau is the Federal Ministry of Education. The Regional Bureau of Education prepares primary education curriculum; administers teacher training collages and trains teachers for primary education; provides technical, material and financial support for woreda and zonal education offices; controls the standard of education of the region and designs regional educational strategies.

On the other hand, Zonal Education Offices are established to serve as facilitators between Regional Education Bureau and Woreda Education Department. The office coordinates purchase and distribution of educational materials; provides technical support for woreda and also performs other functions allocated to them by Regional Bureau of Education.

2.10. Areas of community participation in education in Oromia region

In Ethiopia, the role of community in educational provision has been placed at the center of the design (FDRE, 1994) and implementation of the country's education and training policy (FDRE, 2002). The policy mandates the whole society to support the course of educational provision in various ways (FDRE, 2002). The local communities are encouraged to support the government with existing local resources in order to meet the resources needed to finance and to manage the growing demand for educational opportunities.

In the ESDP community participation in support of the implementation of the program is defined as - a development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project from identification of a project, selection of a site, supervision of work and provision of labor to appropriate utilization, management, and maintenance of the final product (MoE, 1998, p. 14). This was intended to increase wider sensitization, awareness and inclusiveness in development efforts, efficiency in implementation, local capacity building, and assurance of sustainability (MoE, 1998). To these ends strategies are designed at regional levels regarding how communities are supposed to participate in management and finance of education. The government provides teachers, salary and other operational costs, curriculum, textbook, management and supervision. Communities are encouraged to participate in management and share in the cost of school operation and development.

In Oromia Region communities are supposed to participate in eight aspects of education:

1. School finance: refers to participation in construction of new schools, maintenance and expansion of existing ones, and filling internal inputs like chairs, tables and others.
2. School based research activities: involves participation in studies that are intended to find solutions for retention, drop out, absenteeism, investigation of student discipline. etc
3. Educational quality improvement: this involves making and supporting schools and teachers to improve their performance, direct or indirect follow up and attendance of teachers and control of performance of headmasters, encouraging and making student to concentrate on their academics etc.
4. Promoting girls' education: this involves participation in tackling and solving parental and social factors that hinder girls from education and promoting their enrollment.
5. Preparation of learning materials: this involves participation in preparation of learning materials for basic education according to the local socio-economic and cultural context so

that the materials can be easily understandable by children.

6. Support and help to solve problems of teachers, socializing teachers with the community such as through making local social self-help association and providing security and safety especially for female teachers.

7. Strengthening community-school relationships through sharing constructive ideas for schools on the part of community and participating on community life on the part of the school.

8. Identifying and providing apprenticeship areas in order to practically train TVET trainees and others.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 Introduction

This chapter comprises the following sections, research design, target and population, sample size and sampling procedures, research instruments validity and reliability of instruments, data collection procedures and analysis plan.

3.2. Research Design

Research design is the blue print for the collection, measurement, analysis of data and a plan to obtain answers to research questions (Cooper and Schindler, 2006). According to Kothari and Garg (2014) and Kothari (2004) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The study employed descriptive research design where the researcher seeks to collect information from several schools.

A descriptive survey design provided access to available source of information for gaining knowledge and insight into a given phenomenon under investigation (Mugenda, 2003). Descriptive survey design was used because data collection allowed for gathering in-depth information that was either quantitative or qualitative in nature.

3.3. Research Approach

This study employed a mixed approach, comprising qualitative and quantitative research methods. Ary (2010) argues that mixed methods offer a better understanding of the research problem than a single method.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon and used to show and represent questionnaires response, while qualitative data was used to collect non-numeric data which gave more information on the study objectives and hence strengthened the quantitative data collected.

3.4. Sources of Data

Both primary and secondary sources of data were employed in the study. Primary sources data were collected from first-hand experiences including observation, interviews and questionnaires (Daniel, 2007). All respondents such as school principals, Teachers,

Community members (parents and non-parents), students, Woreda Education Office Heads, KETB and PTSA were served as primary source to offer primary data.

The researcher used secondary data which were taken from those already been collected by others (Creswell, 2009). Thus, secondary sources of data were gathered from documents of schools, publications, journals, books, and reports written on education decentralization and community participation, related literature and previous research findings were also reviewed to meet the objectives of the study.

3.5. Study Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Kothari and Garg, 2014; Mugenda and Mugenda, 2003). In other words, population is the aggregate of all that conforms to a given specification. The population for this study were comprised of the entire teachers, students, school principals, Woreda Education office Head (WEH), KETB, PTSA and community members of the woreda under study. Thus, 290 teachers, 15 school principals, 30 students' councils, five Woreda education heads, ten KETB and ten community representatives were found in the Woredas under study. They made a population of 370 (Table 3.1)

3.6. Sample and Sampling Techniques

A sample is often described as being representative if certain known percentage, frequency distributions of elements' characteristics within the sample is similar to the corresponding distributions within the whole population (Kasomo, 2007). Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the larger group from which they were selected (Cooper & Schindler, 2006).

In Buno Bedele Zone, there are 9 Woredas and one Administrative Town. These are Chora, Dega, Gechi, Boracha, Dabo, Chewaka, Bedele, Didessa, Mako woredas and Bedele Town Administration.

Out of these four woredas were selected using simple random sampling technique. As same time, Bedele town is purposively selected and was included as a sample for the study. These are Dabo Hana Woreda, Meko, Gechi, Chora and Bedele town. The fact that 50% of them were involved in the study makes the data more reliable (Table 3.1)

Meanwhile, from ten selected secondary woreda schools, five secondary schools were selected by using simple random sampling techniques. From each secondary schools six Student councils, three school principal/v-principals, one Woreda Education Head (WEH), two Kebele Education Training Board (KETBs), two Parent Teacher-Student Association (PTSA) and two community members were selected by purposive sampling. 165 Teachers were also selected by simple random sampling techniques (Table 3.1).

Since the number of teachers is not proportional: stratified sampling technique will be used to select representative samples from teachers using the Daniel (1999) sample size

determination formula.
$$S = \left(\frac{X^2 N P(1-P)}{d^2(N-1) + X^2 P(1-P)} \right)$$

Were; S =required sample size N=the population

X^2 =the table value of chi square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where, $X=1.96$ then $x^2=3.841$

P=the population proportion respected proportion (assumed to be 0.5 sin ethic would provide the maximum sample size

d=the degree of accuracy expressed as a proportion (0.05).

Table 3.1. Summary of sample woredas, schools, participants and techniques.

Randomly selected Woredas and their secondary schools	Randomly selected secondary schools	Population	Sample study	Sampling Techniques
Dabo Hana Woreda (Dabo Temo, Lilo)	Dabo Temo(01)			Simple random sampling
	Teachers	41	23	Purposive sampling
	Students	6	6	
	Principals and V/principal	3	3	
	Woreda Education office Head(WEH)	1	1	
	KETB	2	2	
	PTSA	2	2	
community members	2	2		
Meko Woreda (Mako and Sariti)	Meko sec. school(02)			Simple random sampling
	Teachers	52	30	Purposive sampling
	Students	6	6	
	Principals and V/principal	3	3	
	Woreda Education office Head(WEH)	1	1	
	KETB	2	2	
	PTSA	2	2	
community members	2	2		
Gechi(Gechi, Sekacha)	Gechi sec. school(03)			Simple random sampling
	Teachers	56	32	Purposive sampling
	Students	6	6	
	Principals and V/principal	3	3	
	Woreda Education office Head(WEH)	1	1	
	KETB	2	2	
	PTSA	2	2	
community members	2	2		
Chora (Chora, Dabaso, Abdela, Humbe)	Chora sec. school(04)			Simple random sampling
	Teachers	57	32	Purposive sampling
	Students	6	6	
	Principals and V/principal	3	3	
	Woreda Education office Head(WEH)	1	1	
	KETB	2	2	
	PTSA	2	2	
community members	2	2		
Bedele Town (Woyessa Gota and Ingib)	Woyesa Gota (05)			Simple random sampling
	Teachers	84	48	Purposive sampling
	Students	6	6	
	Principals and V/principal	3	3	
	Woreda Education office Head(WEH)	1	1	
	KETB	2	2	
	PTSA	2	2	
community members	2	2		

Total participants; teachers=165; students=30; principals and v/principals=15; WEH=5; KETB=10; PSTA=10; Community representatives=10

Therefore using the sample size determination formula (Daniel & Cross2012), the required sample size of teachers will be:

$$S = \frac{(1.96)^2 \times 290 \times 0.5(1-0.5)}{(0.05)^2(289) + (1.96)^2 0.5(1-0.5)} = 278.516/1.6829 = 165.497 \approx \mathbf{165}$$

To determine the sample size of teacher from each school the Williams formula will be employed to have the fair representation of sample as follows:

$$n = \text{Total teachers sample size}$$

$$N = \text{Total number of teachers in the eight sample secondary school}$$

Accordingly, the total numbers of teachers in the five secondary schools are 165 which are N. The determined sample to be taken is 165 which is n. Thus, $\frac{n}{N}$ gives the proportional number i.e. $165/290=0.57$ Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers to be taken from each school as presented.

3.7. Validity and reliability of instruments

Reliability and validity are the two criteria for judging the acceptability and quality of this study. Reliability is concerned with whether data collection instruments can provide consistent results provided that the same data collection procedures and instruments are used (Bryman, 2008; Yin, 2003). And validity refers to, the integrity of the conclusions that are generated from the research (Bryman, 2008). That means, to what extent the instruments used actually measure or explain what a researcher intends to measure as the conclusions depends on the result of these measurements. So, the researcher select fellow friends who well trained and skilled in the field of study to assesses instruments and discussed them with the researcher to check the draft of the questions to make sure reliability and validity tools before the actual data collection.

3.8. Data Collection Instrument

3.8.1 Questionnaires

Kothari (2004) defines a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. There are three basic types of questionnaires; close ended, open-ended or a combination of both. Close-ended questionnaires are used to generate statistics in quantitative research while open-ended questionnaires are used in qualitative research, although some researchers quantified the answers during the analysis stage (Dawson, 2002). According to Mugenda and Mugenda

(2003) questionnaire are easy to analyze, easy to administer and economical in terms of time and money.

This study used both closed-ended questions and open questions to collect the data. The questions were administered to students, teachers, vice principals, KETB, PSTA and community members.

Closed-ended questions were used where respondents were restricted to direct their answers without further explanation while the open-ended questions seek respondent's views on variables being studied. The questionnaire included Likert scale psychometric constructs with a scale ranging from 1-5 where each respondents was required to rate each and every statement given describing a given variable. At the end of each Likert scale questions, open ended questions were included to allow the respondent give additional information that is not captured in the Likert scales questions. This is the section that enables the study to capture vital information directly from the respondents based on their understanding of their environment and the challenges they face on a daily basis.

3.8.2. Interview

Semi-structured interview questions were employed as an instrument to collect relevant information. The reason for using semi-structured interview is that it can permit the exploration of issues, which might be too complex to investigate through questionnaires and also justifies as it allows better flexibility for the interviewer and interviewee to explain more explicitly what he/she knows on the issue (Best and Kahn, 2003).

The interview was designed together data from five Woreda education Heads and five school principals. The selection basis was their position to effectively describe the reality in the study area and they can have detailed information about the education decentralization and community participation.

This interview guide was useful in the collection of rich data due to their flexibility, being focused, time effective as well as the use of both open and closed-ended approach hence gain in-depth information and complete understanding of decentralized education (Rubbin and Babbie, 2000).

3.8.3. Document Review

Besides, other related documents were surveyed. Then the data was collected and organized in line with the basic research questions and discussed and interpreted by relating them to reviewed literature. This is done to enrich data obtained through questionnaire and interviews and to solicit additional information that cannot be obtained through other methods. Document review, files and documents were assessed to see how they have been doing (taking part) in the school management activities.

In this regard, effective indicators of community educational committees such as frequency number of meetings held, variety of issues addressed tasks and objectives accomplished, etc by PTSA and KETB members in the schools management activities.

3.9. Data Collection Procedures

To answer the basic research questions raised, the researcher comes across through serious of data gathering procedures. The relevant data will be gathered by using questionnaire, interviews, focus group discussion and documents analysis. To do this; having the letter from the woreda educational office for permission. The researcher goes directly to the study areas after making an agreement with the Woreda education department heads, KETB and school directors. The researcher introduced purposes of the study. The questionnaires were distributed to sampled School directors, PSTA and KTEB. And the interview was conducted for Head of Woreda office and school directors. The respondents make free voluntary to give their own opinions to each interview questions independently as much as possible.

3.10. Data analysis Techniques

According to Sekaran (2009) there are three objectives in data analysis; getting a feel for the data, testing the goodness of data, and answering the research question. Data analysis consists of running various statistical procedures and tests on the data (Cooper & Schindler, 2006). The researcher employed SPSS software to analyze the data. The independent variables will be tested for their reliability through the use of cronbachs alpha which is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. The results showed a Cronbach-alpha coefficient of greater than 0.7 for all sub contrasts which indicates the variables were reliable (Suhr & Shay, 2009). Quantitative data was analyzed using descriptive statistics tabulated in percentages, and frequencies to describe the categories formed from the data. The data was tabulated to permit interpretation. Qualitative data will be collected (through the open ended section of the

questionnaire and interview) will be coded, and repeated themes (responses) or concepts recorded until saturation was achieved (Jennings, 2001).

The study was also performed descriptive analysis. Descriptive (frequencies and percentages) was used to portray the sets of categories formed from the data. Descriptive statistics enable the researcher to meaningfully describe a distribution of measurements and summarize data (Kothari, 2009; Mugenda & Mugenda, 2003).

Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron *et al.*, 2008). The interpretations were made for all five point scale measurements based on the following mean score results:

Likert Scale	Mean value	Interpretation
1. Never/Strongly disagree	1.00 – 1.49	very low performance
2. Rarely/ Disagree	1.50 – 2.49	low performance
3.Sometimes/ Neutral	2.50 – 3.49	Moderate performance
4.Often/ Agree	3.50 – 4.49	high performance
5. Always/Strongly agree	4.50 – 5.00	very high performance

Source: From Aron *et al.*, 2008.

3.11. Ethical consideration

First contact was made with Buno Bedele Zone then Woreda Education Office. At all levels of the data gathering, participants were asked to participate in the interview for which they can agree or disagree to participate. Then, researcher explained about, the research objectives and what is expected from them to participate. Besides, the researcher was assured them the confidentiality of their ideas and documents and anonymity of participants when the researcher analyzes the data and report the result.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and discussion of the study findings basing on the views (data) obtained from selected respondents through questionnaires and interview as well as document review done by the researcher on frequency number of meetings held, variety of issues addressed tasks and objectives accomplished by PTSA and KETB members in the schools management activities and the respondents understanding to decentralization around the surveyed locale.

Data from this chapter were processed quantitatively using Statistical Package for Social Science (SPSS) version 20.0 and others were presented qualitatively based on their themes. Tables, descriptive and narrative form are used in the present study. Presentation of the research findings is done demographically by showing information regarding to age and sex of respondents followed by discussion of the major findings. Findings are presented using tables and figures that show frequencies and percentage.

Therefore, the total response rate is sufficient and safe to analyze and interpret the data. As a result, the analysis of this research is based on the number of questionnaires collected. This is more clarified under the following tables (Tables 4.1 and 4.2).

4.3. Demographic Characteristics of Sample Respondents

From table 4.1; there were 208 respondents (120 male, 88 female) whereas 193 filled the questionnaire, comprised of 10 key informants. The data presented in Table 4.1 indicates that the number of male respondents exceeded that of females by 15.38 percent. This is comparing to males from the respondents, they were quite small in numbers.

Table 4.1: Characteristics of Respondents (N=208)

Characteristics		Respondents	
Gender		frequency	Percent
		Male	120
	Female	88	42.31%
	Total	208	100.0%
Age	21-25 years	19	9.10%
	26-30 years	42	20.20%
	31-35 years	67	32.20%
	36-40 years	39	18.70%
	41- 45 years	23	11.10%
	46-50 years	12	5.80%
	51 years and above	6	2.90%
	Total	208	100.00%
Educational level	Not Attended Formal Education	4	1.92%
	Read and write	6	2.88%
	Primary Education	12	5.77%
	Secondary Education	32	15.39%
	Diploma	10	4.81%
	Bachelor	131	62.98%
	Masters	13	6.25%
	Total	208	100.00%

Source: Survey study, 2021

It was important to know the age of those who were giving their opinions and views on community participation in the decentralized education of their experience and to capture the diverse views based on age differentials.

Table 4.1 indicates that the majority 67 (32.20%) percent) of respondents were aged between 31-35 years old, whereas 42 respondents (20.20%) whose ages ranged from 26 to 30 years. Followed by 39 respondents (18.70%) whose ages ranged from 36 to 40 years. Even 23 respondents 23(11.10) were aged between 41 to 45 years. Also, 19 respondents (9.10 percent) ranged from 21 to 25 years old, whereas 18 respondents (8.70 percent) were 46 years and above. The statistics from table 4.1 indicates that all age group of people who were able to give data were involved in this study.

Education level was sought from the respondents because they were supposed to fill in the questionnaire by themselves. This was one of the criteria given to those who were willing to

participate in the interview, but it was relaxed when illiterate respondents turned out. Education level was also taken to be a pointer to the understanding of the development dynamics in the community. The level of education for respondents ranged from adult education to Masters, with the majority 131(62.98%) were bachelor of education holders. Again, 4(1.92%) had not attended formal education, 6 (2.88%) were read and write, 12 (5.77%) were primary education levels, 46 (15.39%) were secondary education levels, 10(4.81%) were diploma holders and 13(6.25%) were masters holders.

The above statistics indicate that the majority of the respondents had attained secondary education and first degree holders. This implied that parents are skilled and they can be resourceful and useful in school management activities. However, they can only offer their knowledge and skill if appointed to a particular committee. This is confirmed by Perrone (2008) that although every community has persons with experience who could enrich life in schools, many schools do not utilize community resources to their full advantage.

In addition, the demographic data of the students was based on their gender, age and students' expected grade. Among 28 student councils, 17(60.7%) of them were males and 11(39.3%) of them were females (Table, 4.2 below). The findings also indicate that majority of student respondents 20(71.4%) were aged between 15 and 18 years and 8(28.6%) were aged between 19 years 20 years. Thus, they matured enough to provide informed views on the issues and were readily available to respond to questionnaires.

Regarding the grade levels of students 3(10.7%), 7(25.0%), 6(21.4%) and 12(42.9%) grade ninth, tenth, 11th and 12th respectively.

Table 4.2: Demographic data of the students

Characteristics		Frequency	Percent
Gender	Male	17	60.7
	Female	11	39.3
	Total	28	100.00
Age	15- 18 years	20	71.4
	19-20 years	8	28.6
	Total	28	100.0
Grade level	grade 9th	3	10.7
	Grade 10th	7	25.0
	Grade 11th	6	21.4
	Grade 12th	12	42.9
	Total	28	100.0

Source: Survey study, 2021

4.3 Level of Participation on Decentralized Secondary Education Delivery

Participation is one of the most complex as well as basic area of choice. When participation is willed from above it becomes mobilization, a means of things done. When it arises from below it usually focuses on distribution, becoming also means, from the standpoint of the groups able to participate, of obtaining a larger immediate of the fruits of development (UNICEF, 1982). In this study, participation is discussed in the following: stakeholder’s participation, participation through meeting, participatory activities in education, cooperation of stakeholders in secondary education.

4.3.1 Stakeholder’s Participation in Meetings

Participant were asked to rate the participatory activities by parents (stakeholders) meeting.

Table 4.3: Stakeholder’s Participation in Meeting Attendance

		Frequency	Percent	M	SD
How often do you attend meetings organized by the local municipal council	Never attend	83	41.9	2.28	1.24
	I do not know	21	10.6		
	Once a year	54	27.3		
	After every 3 months	35	17.7		
	Once a month	5	2.5		
	Total	198	100.0		

Key; M= Mean value; SD= Standard Deviation

Sources: Survey Data, 2021

Table 4.3 above show that 5 (2.5%) of the respondents said attended the meeting once a month, 35(17.7%) of them said after every 3 months, 54(27.3 %) answered in the affirmative that they were exposed to political meeting once a year. Other 83(41.9%) of the respondents admitted that never attended any meeting while 21(10.6%) said they do not know whether meeting exist or not. Thus, it can be deduced that overall, 94 (47.5%) of the respondent admitted that were attending meeting but the majority were attending once a year. On the other hand, 104 (52.5%) never attended meeting either by knowing or not knowing. Also, results in Table 4.2 above show 21(10.6%) of the respondents said I don’t know to indicate that they did not display what they thought of whether attended or not. The result of average mean value of respondents to this item is 2.28 (SD=1.24), Which is below average Mean value (3.00).

However, study of Conghail (2011) showed that participatory democracy strives to create opportunities for all members of society to make meaningful contributions to decision-making, and seeks to broaden the range of people who have access to such opportunities (ibid). Also, it is essential to the maintenance of a democratic society that the public business be performed in an open and public manner and that the citizens are fully aware of and able to observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy.

Kahane (2013) also argues deliberative democracy aims to expand meaningful public participation in political decision-making. Decision-makers often turn to deliberation to canvass dominant public views on an issue at hand, and this often is parsed in terms of sectoral views. For example, in developing policy on urban sustainability, a government may wish to hear from businesses that will be affected by a decision; from a range of environmental perspectives; from social justice groups; from governments of neighboring jurisdictions; and from community organizations that represent the geographical diversity of a city. Analyzing interested publics in terms of organized groups enables conveners of deliberative exercises to identify key stakeholders, connect with their leadership, and bring them into a process. Moreover, conveners often have established relationships with these groups as part of governance networks, and so easy access to them. Stakeholder groups often have participation in political decision processes as a part of their mandate, so are relatively easy to recruit to deliberative events.

Today, more people are signing petitions, joining citizen interest groups and engaging in unconventional forms of political action. The large expansion of public interest groups, social movements and NGOs creates new opportunities for participation. These trends suggest that the public has preferred mode of democratic decision-making is moving toward new forms of more direct involvement in the political process, so people might not vote, but they will take part in a demonstration against the closure of a local hospital or lobby their politicians for increased funding for education (Conghail, 2011).

4.3.2 Stakeholder's Participatory Activities in Education

Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with

skills important in society. Schools cannot and should not operate as separate entities within society (Uemura, 1999).

Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities. Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children’s education. In the present study, stakeholder’s participatory activities in education discuss fund raising.

4.3.2.1 Stakeholder’s Participatory Activities in Fund Raising

As portrayed on Table 4.4 below, 6(3.0%) of the respondents answered affirmative that fund raising were performed very often.

Table 4.4:Stakeholder’s Participatory Activities in Fund Raising

		Frequency	Percent	Mean value (M)	Standard Deviation(SD)
Fund raising	Never	16	8.1	2.53	0.91
	Very rarely	97	49.0		
	Rarely	55	27.8		
	Often	24	12.1		
	Very Often	6	3.0		
	Total	198	100.0		

Source: Survey study, 2021.

On the other hand, 24(12.1%) of them admitted that fund raising were performed often. Again, 55(27.8%) of the respondents claimed that fund raising were performed rarely, 97(49.0%) of them thought that fund raising were performed very rarely while 16(8.1%) of the respondents said fund raising were never performed. Hence, it can be said that overall, 30 (15.1%) of them said fund raising were performed often, other 152 (76.8%) of them said fund raising were performed rarely while 16 (8.1%) of the respondent claimed fund rising never performed. This finding implies that fund raising were performed rarely and sometimes often performed. Likewise, respondents with mean scores of 2.53 agreed that the fund raising performance was poor, since the mean value is below the average mean value (3.00).

Financial decentralization is among the important issues in the implementation of ESDP whereby it is anticipated in the document that enough funds are disbursed to schools but study

findings show that it is in fact a paper work and not a reality. One school principal of school code 04 commented on how well the schools are resourced financially as follows:

The small amount of capitation grant funds provided by the Government through Municipal office is directed to specific uses. For example, this year the capitation is directed to purchasing books, so as the school director I can't do anything else with the money for school development even if I see it of priority (School director code 04, August, 24/2021).

However, to the contrast of the above finding, Narayan (1995) argues community financing may be important as a form and expression of participation. When community members contribute resources to schools, they are more likely to ensure that their children are enrolled in those schools and attend regularly. They may also scrutinize the performance of teachers, the curriculum, and other aspects of school operations more carefully, in turn improving the relevance and the effectiveness of educational processes.

The goal of fundraising should be to secure sufficient resources for the organization to achieve its objectives in the long term in order to be sustainable. This requires a planned and structured approach that will enable the organization to operate effectively and achieve its mission. In addition, successful fundraising is closely related to effective governance, leadership, and strategic planning (Bray, 1996).

Fundraising and a clear overall strategy are inextricably linked. Unless an organization is clear about why it exists and what it focuses on, it is very hard to raise money from funders. To fundraise effectively, the organization needs to be first clear about its mission and strategy

4.3.3 Stakeholder's Cooperation in Secondary Education Delivery

In the decentralized education policy, the whole community has an essential role to play in the success of education programme and fulfilling its mission. Decentralization has had a significant impact on education systems, in particular, on the organization of schools and management. Stakeholders in education have a critical role to play in sustaining improved outcomes, in the present study school community; staff- school principal as well as school-local government cooperation are addressed.

4.3.3.1 Cooperation between School and Community

The community is the primary stakeholder group, but other stakeholders with specialized capacities and responsibilities are essential. The cooperation between school and community

is a factor that cannot be ignored. Parents are the most conspicuous representatives of local communities, but the two groups are not identical.

Table 4.5. Cooperation between School and Stakeholders in Secondary Education Delivery.

Items		Frequency	Percent	M	SD
1. Cooperation between School and Community	Not Cooperation at all	1	.5	3.49	.87
	Rarely Cooperation	16	8.1		
	Fairly Cooperation	95	48.0		
	Somewhat Cooperation	52	26.3		
	Fully cooperation	34	17.2		
	Total	198	100.0		
2.Cooperation between Staff and School principal	Rarely Cooperation	7	3.5	3.72	.71
	Fairly Cooperation	62	31.3		
	Somewhat Cooperation	88	44.4		
	Fully cooperation	41	20.7		
	Total	198	100.0		
3.Cooperation between the School and Local government	Not Cooperation at all	1	.5	3.22	1.01
	Rarely Cooperation	45	22.7		
	Fairly Cooperation	71	35.9		
	Somewhat Cooperation	50	25.3		
	Fully cooperation	31	15.7		
	Total	198	100.0		

Sources: Survey Data, 2021

As indicated on table 4.5 above, 34 (17.2%) of the respondents admitted that there were full cooperation. On the other hand 52 (26.3%) said that relationship between school and community was somewhat cooperation, 95(48.0%) of the respondents said cooperation between school and community was fairly cooperation.

Other 16(8.1%) answered that cooperation between school and community was rarely cooperation while, only 1 (0.5%) of the respondents said no cooperation at all. Respondents with mean score of 3.49 contended their agreement as the mean score found above the average mean.

Hence, it can be concluded that the respondents were of the opinion that there were fairly cooperation in secondary education delivery between school and community.

In support of this finding, the research study by Chrzanowski and Thompson (2009) showed that when parents and community members are engaged in the life of the school, the resources available for teaching and the learning environment expand. Also, when teachers

and principals build trust with each other and with parents, they can develop a common vision for school reform and work together to implement necessary changes in the school.

Furthermore, UNICEF (2007) confirmed that parents and communities have a duty to lobby their government for schools that can provide quality education for their children. In the absence of such government provision, parents and communities still have a duty to their children and need to establish schools that can provide quality education. This is the essence of community schools. Furthermore, parents and communities must be closely involved in all aspects of the school and must be prepared to support it by shouldering the fair and reasonable costs required to promote quality education.

4.3.3.2 Cooperation between Staff and School principal

School leadership has become a priority in education policy agenda in the decentralized education and gives head of school more control over what goes on in their schools. It assists to improve school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency, transparency and accountability of schooling. The analysis of the participants presented in Table 4.5 above, indicate that overall, 41 (20.7%) and 88 (44.4%) of the respondents said there was full and somewhat cooperation in secondary education delivery between staff and school principal. On the other hand 62 (31.3%) of the respondents said the cooperation between staff and school principal was fairly cooperation, 7 (3.5%) of them thought there was rarely cooperation between staff and school principal. On the other hand, respondents reported their agreement (3.72) because the mean score asserted above average.

From these finding it can be stated that there were high cooperation between staff and school principal that ranged from fully cooperation to rarely cooperation. This is a good sign for decentralized secondary education. In support of this finding, Boniface (2016) asserts school principals and school boards are very important, especially at the school organization level in terms of motivating and retaining teachers. They have been significantly empowered under the decentralized secondary education governance.

Research on decision making in Australian secondary schools (Mulford, 2003) found that the more positively teachers viewed the decision making processes in the school the higher the degree of influence and control they perceived to be exerted by education staff groups in the school. This indicated that when decision making perceived positively for stakeholder it

leads to effective outcomes to school. (Day et al., 2000) argues there is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding as well as reasonable in their expectations with a clear vision for the school.

4.3.3.3 Cooperation between School and Local Government

Local government authorities' have a unique role in their community and are best placed to ensure that the school is aware of the community that it is within. These individual relationships help to break down perceived barriers. In Ethiopia, local government authorities were established for bringing the government closer to the people for instance, work with schools to support the quality of education. The analysis of the responses presented in Table 4.5 above depicts that 31(15.7%) of the respondents said there were fully cooperation between school and local government and 50 (25.3%) of them said there was somewhat cooperation between school and local government. On the other hand, 71 (35.9%) of the respondents had opinion that there was fair cooperation and, 45 (22.7%) proclaimed that there was rarely cooperation between school and local government while 1 (.5%) said there was no cooperation between school and local government. From these finding it can be stated that overall 152 (76.76%) of the respondents were on opinion that there were cooperation between school and local government. Likewise, respondents agreed with mean score of 3.22 in reference to cooperation between school and local government. Therefore, the findings confirm that there is good cooperation between school and local government that can lead to better achievement for secondary schools in Secondary schools of Buno Bedele Zone.

Local Governments are the level of government that are closest to the people, therefore responsible for serving the political and material needs of people and communities including school at a specific local area.

The EPRDF government that replaced the communist regime in 1991 introduced educational decentralization as part of its general political and economic reforms. As a result of introduction of educational decentralization by EPRDF in 1991, the regional governments (in alliance with zones) were given responsibilities for all educational administration within their jurisdictions up to junior college level and the training as well as deployment of primary school teachers. Woredas have a responsibility for establishing and administrating general education (primary, education), and vocational schools (World Bank 2009).

Parish, Baxter and Sandals (2012) argue schools are clear that the future of the education system lies in the strength of their partnerships, and it is encouraging that schools are mobilizing themselves to capitalize on these opportunities. In, Bristol for instance, the chance to strengthen existing partnerships was one of the main attractions of becoming an academy. The range of partnerships, from teaching schools alliances, to individual federations, transition groups, and subject networks, is very broad and speaks volumes of the vibrancy and dynamism of the school system.

However, school principals were also aware that these partnerships can be fragile and very dependent on the good will of the individuals involved. Under these circumstances, a lot of consideration is being given by local authorities and schools, to local governance mechanisms that bring key partners together around decisions making, that demonstrate their worth to those involved, and that create a sense of moral obligation that makes it difficult for schools to opt out of decision-making processes that serve the collective interests of learners. Therefore, cooperation between school and local government in terms of sharing experiences and skills allow for better governance overall.

4.3.4. The Influence of the Existing Nature of Community Participation on the Level of Accountability

In the decentralized governance, the government and their employees should be held responsible for their actions. Accountability refers to a two-way process of responding to the needs, expectations and promises of different stakeholders. It is associated with the idea that those in power should be expected to account for or explain their actions, and to deliver on the commitments they make in an open and transparency way. In addition, one element of improving service delivery through decentralization is the goal of greater accountability of different levels of government to their communities. As individuals are the first to be affected by service delivery, they have an interest in how services are provided. Accountability enables citizens to hold their government responsible for how government decisions affect them. In this study, accountability is discussed in terms of enrolment of students, infrastructure (classrooms and laboratory) and academic performance. The essence of accountability is answerability; being accountable means having the obligation to answer questions regarding decisions and/or actions (Derick, 2001).

4.3.4.1 The Influence of the Existing Nature of Community Participation on Enrolment of Students

Availability of relevant and timely data is necessary in enabling policy makers, education managers, planners, researchers and other data users to perform their functions properly and provide appropriate services to the customers.

As a result of implementing of Decentralization by Devolution policy, the regional governments (in alliance with zones) were given responsibilities for all educational administration within their jurisdictions up to junior college level and the training as well as deployment of primary school teachers (MOE, 2013).

In addition, involves plan for the development of the school, monitoring and evaluating performance as well as ensuring that schools are properly supplied with appropriate facilities for achieving provision of quality education for all. Under this circumstance, Regional government and Local government must have easy access to education management information especially education information and data including enrolment of students that provide key indicators on the size and progress of the basic education sub-sector.

Table 4.6. The Influence of the Existing Nature of Community Participation on the Level of Accountability.

		Frequency	Percent (%)	M	SD
1.Academic performance	Not Good at All	7	3.5	2.56	.058
	Not Really Good	108	54.5		
	Fairly Good	47	23.7		
	Good	36	18.2		
	Total	198	100.0		
2.The Influence of the Existing Nature of Community Participation on the Rule of Law	Never	5	2.5	3.26	.063
	Very seldom	43	21.7		
	Seldom	46	23.2		
	Often	102	51.5		
	Very often	2	1.0		
	Total	198	100.0		
3.The Influence of the Existing Nature of Community Participation on the Transparency	Never	11	5.6	2.68	.066
	Very Rarely	85	42.9		
	Rarely	69	34.8		
	Often	22	11.1		
	Very often	11	5.6		
	Total	198	100.0		

Source: survey study, 2021.

Examining across the study area, the table 4.6 above portray that the majority 122 (61.6%) of the respondents admitted that enrolment of students in secondary schools was very good, 53 (26.8%) of them claimed that enrolment of students was good. In the same way, 17(8.6%) said that enrolment was fair, 6 (3.0%) of the respondent claimed that enrolment of students was not really. The mean value scored for the item 1 of the table 4.6 also recorded as 4.46, (SD=0.055).Thus, it can be concluded that findings indicates Buno Bedele Zone has registered remarkable progress in enrolment of students in secondary schools.

The above finding would be supported by the study UNICEF (2015) which stated that there is full of tremendous progress has taken place in the education sector in Ethiopia with major growth in enrolment in primary as well as secondary schools. In particular, the abolition of school fees and other monetary contributions in both primary and secondary schools, coupled with the compulsory requirement that parents or guardians send all children to school.

Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 14 million children in school compared to five million in 2000. Secondary school enrolment has also shown modest improvement, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10 (Goshu and Wolde - Amanuel, 2019). These are extraordinary achievements in terms of increasing enrolment, but education quality remains a daunting challenge.

4.3.4.2 The Influence of the Existing Nature of Community Participation on Infrastructure (Classrooms and Laboratory)

Infrastructures (classroom, laboratory and teachers' house) in secondary school is growing steadily as enrolment of students increase, and as expectations of achieving better standards of academic performance are raised by the government. Local services and infrastructure not only contribute to conducive environment but also enhance academic performance. Table 4.6 above illustrates that, only 14(7.1%) of the respondents said that community participation in construction of infrastructure in secondary schools was good and 116 (58.6%) claimed that construction of infrastructure was fair. In contrast to this 65 (32.8%) held the opinion that construction of infrastructure was not really while 3(1.5%) believed that Community participation on constructing infrastructure was nothing at all. From these findings, it can be deduced that overall, 14 (7.1%) % of the respondents were of opinion that participation on infrastructure was good, the majority 116 (58.6%) of them said participation in construction was just average while the rest 68 (34.34%) of them were not contented with participation in infrastructure. As stated in the table the mean of the item 2 is 2.71 (SD=.04), within the extent of moderate level. The findings indicate community participation on school infrastructure is slow which has lead to school environment to be not conducive for learning. Thus, in line with this, the Ethiopian education system is heavily influenced by resource and system constraints. Class sizes are quite large; 2013 estimates indicate that the primary and secondary pupil/teacher ratios are 59 to 1 and 48 to 1, respectively (MOE, 2013). The number of schools has rapidly expanded, but they are under resourced and lack materials, teaching aids, and books.

4.3.4.3. The Influence of the Existing Nature of Community Participation on Academic Performance

When community, families, schools and other stakeholders of education work together to support learning, learners tend to do better in school as well as stay in school longer, and like school more. In the same vein, the researcher assigned the respondents to show the level of public participation on academic performance. In order to determine whether and how the stakeholders' attitude to work and effectiveness. As depicted from on Table 4.6 above, as few as 7(3.5%) of the respondents said community participation on academic performance was nothing at all.

On the other hand, overall, 108 (54.5%) confirmed that community participation was not really, 47(23.7%) of them thought that academic performance under community participation was fair, 36 (18.2%) said was good.

Analysis on the responses in table 4.6 above shows that overall 115(58.0%) of the respondents said not really and nothing at all to indicate that participation on academic performance were not good. On the other hand, overall, 83(42%) of them were contented with participation on academic performance. The mean score of the item is 2.56(SD= .058) which is in the range of medium level. This suggests a moderate appreciation on the influence of community participation to the school academic performance. The researcher argues that community participation on academic performance are important since are part of school's plan.

However, a study by Rebecca and Carter (2002) confirmed that education becomes a shared venture, characterized by mutual respect and trust in which the importance and influence of each partner is recognized. Although children, families, teachers, and schools benefit individually, their partnership enhances the entire process of education (ibid).

Keith (1993) argues when a student's returns from school with homework, the parents or guardians' role is to make sure that it has been done in the right way and at the right time. Parents checking student's homework, has shown a positive association with academic performance in some studies. Students whose parents are involved in monitoring their homework showed better performance compared to students whose parents are not involved in checking homework. However, other studies have indicated a negative association between parents checking their children's homework and academic achievement that lead to poor performance of learners (Kurdek et al., 1995).

4.3.4.4. The Influence of the Existing Nature of Community Participation on the Rule of Law

The Rule of Law is linked not only to human rights but also to democracy. Democracy relates to the involvement of the people in the decision-making process in a society; human rights seek to protect individuals from arbitrary and excessive interferences with their freedoms and liberties and to secure human dignity; the Rule of Law focuses on limiting and independently reviewing the exercise of public powers. The first principle of the rule of law is that all citizens come within the scope of the law, no matter what their eminence or authority. Those who make and enforce the law are therefore bound by it.

As indicated in table 4.6 above, only 2 (1.0%) of the respondents said they were very often forced to participate in education. As many as, 102 (51.5%) of them claimed they were often forced or commanded to participate in the delivering secondary education. Other 46 (23.2%) of the respondents said were seldom commanded, 43 (21.7%) thought very seldom forced while 5 (2.5%) said never commanded to participate in delivering secondary education. Basing on the Table 4.6 above, it is evident that overall 193 (97.47%) were forced or commanded to participate in education activities. The mean and standard deviation of the responses also confirms that (Mean=3.26, SD=.063) which are in the range of moderate level. The findings indicate that the rule of law is not taken serious as the principle that governments and individuals can act in accordance with publicly known laws.

This can be supported by Hamann (2012) which stated that the Rule of Law promotes democracy by establishing accountability of those wielding public power and by safeguarding human rights, which protect minorities against arbitrary majority rules (ibid). The principle of the rule of law includes the obligation of law to create justice and protect human dignity, individual rights and freedoms. The rule of law is the principle that governments and individuals can only act in accordance with publicly known laws. These laws must be adopted and enforced in a manner consistent with well-established traditions, conventions and procedures.

4.3.4.5. The Influence of the Existing Nature of Community Participation on Transparency

The people must be able to remain informed if they are to retain control over those who are their public servants. Transparency is a condition in which information about the priorities, intentions, capabilities, and behavior of powerful organizations is widely available to the

global public (Maravall and Przeworski, 2003). In addition, it is a condition of openness enhanced by any mechanism that discloses and disseminates information such as a free press, open government hearings, mobile phones, commercial satellite imagery as well as reporting requirements in international regimes (ibid).

As shown on table 4.6 above, 11(5.6%) of the respondents answered in the affirmative that they were exposed to information concerning the secondary education delivery. On the other hand, overall 22 (11.1%) said that they were exposed to information often. While 69 (34.8%) of them said they were exposed to information about secondary education rarely. As many as 85 (42.9%) of the respondents said they were exposed to information very rarely, only 11 (5.6%) of them claimed they were never exposed to information concerning secondary education.

The data in Table 4.6 above, revealed that overall, 33(16.7%) of the respondents were on opinion that they were exposed to information often. On the other hand, 154 (77.7%) of the respondents said they were exposed to information rarely while 11 (5.6%) of them said they were never exposed to information. The mean and standard deviation of the responses is (Mean = 2.68, SD =.066). This entails an obligation to transparency and traceability and to the effective provision of services are low.

To the contrary of the above findings, studies showed that transparency is key element of decentralization. Greater transparency empowers citizens directly and allows them to monitor their affairs themselves instead of relying on a single official source of information (Uemura, 1999). In the decentralized governance; government actions, decisions and decision-making processes are open to an appropriate level of scrutiny by other parts of the government, citizens and, in some instances, outside institutions.

4.3.5 Reasons for Adopting Decentralization in education

The process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared with centralized systems. Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and, eventually, improve coverage and quality World Bank, 2020). Decentralization in Education is viewed a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Baganda, 2008, p. 20).

As shown on Table 4.7 below, 29 (14.6%) of the respondents strongly agreed that the adoption of changes was the reason for engaging the general community in the delivery of secondary education, 124 (62.6%) of them agreed and, 22 (11.1%) of the respondents were undecided. On the other hand 14 (7.1%) of them disagreed while 9(4.5%) of the respondents strongly disagreed that the adoption of changes occurring was not among the reasons for engaging the general community in the delivery of secondary education. From these findings, it can be concluded that overall, 153 (77.3%) of the participants confirmed that the adoption of changes occurring was the reason for engaging the general community in the delivery of secondary education. Similarly, 22 (11.1%) of the respondents were not sure whether adoption of changes was a reason or not for engaging the general community in the delivery of secondary education.

Hence, overall, 23 (11.6) of the respondents disagreed that adoption of changes was not a reason for engaging the general community in the delivery of secondary education. The mean and standard deviation of the responses is that (Mean=3.75, SD= .94). Therefore, the findings confirm that adaptation of changes is among of the criterion for involving the general community in the delivery of secondary education.

Table 4.7. Reasons for Adopting Educational Decentralization

Items		Frequency	Percent	Mean(M)	SD
1. Adopt changes occurring	strongly disagree	9	4.5	3.75	.94
	Disagree	14	7.1		
	Undecided	22	11.1		
	Agree	124	62.6		
	strongly agree	29	14.6		
	Total	198	100.0		
2. Building capacity of the community members	strongly disagree	10	5.1	3.73	1.11
	Disagree	23	11.6		
	Undecided	26	13.1		
	Agree	89	44.9		
	strongly agree	50	25.3		
	Total	198	100.0		
3. Rights of community to participate in Decision-Making	strongly disagree	2	1.0	3.70	.97
	Disagree	21	10.6		
	Undecided	56	28.3		
	Agree	74	37.4		
	strongly agree	45	22.7		
	Total	198	100.0		
4. Better communication between members and their leaders	Disagree	13	6.6	4.10	.83
	Undecided	21	10.6		
	Agree	97	49.0		
	strongly agree	67	33.8		
	Total	198	100.0		
5. Meet legal and policy requirement	Strongly disagree	10	5.1	3.77	1.03
	Disagree	15	7.6		
	Undecided	27	13.6		
	Agree	103	52.0		
	strongly agree	43	21.7		
	Total	198	100.0		

Sources: Survey Data, 2021

The inference drawn from the responses above indicates that the community was aware of emergence of decentralization policy in secondary schools of Buno Bedele Zone.

Thus, Shah (2004) argued that, in order to achieve a development-oriented governance system while overcoming the shortcomings of the existing state-centered system, decentralization appeared as a strategy to enhance governance performance. Community participation in (support for) education is one element of decentralization of power and responsibility to the local levels (Watt, 2001, p. 14). Decentralization policies and strategies which had been introduced in Ethiopia were initiatives to support spatial planning and

development, to enhance local capacities, to bring unity and secure sovereignty of the country and equity among its nations, nationalities and people voluntarily and through the recognition of their diversity; and to improving service delivery and governance at all levels (Turton, 2006)

However, the adopting of changes occurring is a reason for engaging the general community in the delivery of secondary education.

This was clearly understood from interview with Woreda Education Office Head as one participant (school code 1) was quoted giving the comment that;

“Because of pressure and the promise of funding from external donors, we have adopted the policy of decentralization, even if it is not active”
(July,19,2021).

Hence, such a response from the member of community indicates that people were aware of what is going on in their area concerning education delivery.

However, this should not underrate the rationale for decentralized policy that include but not limited to involving stakeholders in decisions that affect their lives (Rondinelli and Cheema, 1983).

4.3.6 Capacity Building of the Community Members

In the context of local governance and service delivery, capacity building is more often seen from the perspective of how decision-making processes are being organized, what quality of services is being provided, and what are the results and outcomes that are being achieved. This implies that such qualitative capacities require a lot of development and contextualization for the sake of relevance, quality and acceptance. Examining across the selected secondary schools, responses extracted from questionnaires (Table 4.7 above) indicated that, Only 10 (5.1%) respondents out of 198 indicated that building capacity as a reason for engaging the general community in the delivery of secondary education was strongly disagreed. This was comparatively outweighed by 23 (11.6%) respondents who thought building capacity was disagreed, 26 (13.1%) were in the opinion of undecided, 89 (44.9%) respondent agreed with capacity building as a reason for general community in the delivery of secondary education, and 50 (25.3%) said building capacity was strong agreed. Thus, it can be concluded that overall 139 (70.2%) of the respondents with the Mean = 3.73 showed that they were of the opinion that building capacity was criteria for decentralization

policy. The findings of the study concur with the idea that capacity building was another criteria for establishing decentralization of secondary education governance.

The notion of capacity building is inextricably intertwined with empowered citizen participation in the processes of collaborative planning and policy-making. Healey (1998) point out that, the argument for collaborative planning thus lies in its contribution to building an institutional capacity focused on enhancing the ability of place-focused stakeholders to improve their power to “make a difference” to the qualities of their place. Such a discourse of collaboration can give community groups greater advantage to demand involvement, and reinforce the premise that community consultation and the knowledge of residents are important to community governance (Elwood, 2002). With regard to this, an interview with a member of school principal (from school code 04) was quoted giving the comment that;

“With decentralization we were expected to have a genuine voice in determining what and how services are delivered to our community, unfortunate this have not attended”.(July,14,2021).

Ultimately, planning theorists argue that using collaborative processes and building community capacity will change the structure of governance (Healey, 2003) to be more inclusive and self-organizing. Such processes depend on the involvement of a diverse range of stakeholders to gather a variety of information about how things are working. The information is used both as an input to the process of creating plans, to evaluate what systems are effective, and then adapt the process to meet ever evolving goals (Innes and Booher, 2002).

4.3.7. Rights of Community to Participate in Decision-Making

The analysis of the responses in the Table 4.7 above, reveals that out of all 198 participants who assigned the questionnaires, 45 (22.7%) had the opinion that rights of community to participate was a reason to be strongly agreed for engaging the general community in the delivery of secondary education. Data also, indicate that 74 (37.4%) respondents thought that rights to community were agreed. On the other hand, 56 (28.3%) of them thought that rights of community to participate was undecided, that is they did not display what they thought of whether the rights of community to participate was a reason or not for engaging the general community in the delivery of secondary education. The rest 23(11.6%) respondents thought that rights of community to participate were disagreed. From these findings, it can be concluded that overall, 119 (60.10%) of the respondents with the Mean =

3.70 showed that they were of the opinion that rights of community to participate as a reason for engaging the general community in the delivery of secondary education.

The study result can be supported by Conyers (1990), who stated that participation is believed to make plans more relevant, give people more self-esteem, and to help legitimize the planning process and the state as a whole. Decentralization is argued for, on the grounds that public participation and citizen involvement in programs is good in and of itself (Meinzen-Dick and Knox, 1999). Webster (1992) is also among of the later thinkers to argue that decentralization is seen as a means by which the state can be more responsive, more adaptable, to regional and local needs than is the case with a concentration of administrative powers. This is confirmed when one of the respondents from community leaders to open ended question had this to say:

“Yes, it is very necessary; we as a member of this school, we need to know how our money is being spent by the school Management.”(July, 9/2021).

Similarly another school director from school 05 had this to say:

“Community participation is a something which supports democratic value and community rights; therefore we believe that public participation is a means towards community development” (July 15, 2021).

It is obvious from the comments of participants that these participants felt had obligation and right to be involved in decision-making and this might lead the government to adopt decentralization policy.

4.3.8 Communication between Members and their Leaders

From Table 4.7 above; it is noted that, 67(33.8%) of the respondents were strongly agreed to indicate that better communication between members and their leaders is a reason for engaging the general community in the delivery of secondary education.

Other 97 (49.0%) of the respondents were in the position to agree. Again 21(10.6%) they have opinion of undecided that is they did not display what they thought of whether better communication between members and their leaders were reason community involvement in the delivery of secondary education. On the other hand, 13 (6.6%) of the respondents disagreed with point of better communication between members and leaders as a fact for engaging the general community in the delivery of secondary education.

From the findings it can be stated that overall 164 (82.8%) of the respondents with the Mean = 4.10 showed that they were agreed that better communication was a reason for engaging the general community in the delivery of secondary education. Therefore, communication between members and their leaders was factor for involving the general community in the delivery of secondary education.

This finding is coincide with the work of Conyers (1990) which stated that it is not possible for community to make informed, meaningful contributions or to engage in effective dialogue if they are isolated from the debates taking place, the policies being developed and the processes through which decisions are made.

Information sharing is among of the core principles for public participation. Under this circumstance, people are provided with the information they need to be able to participate, deliberate and contribute in a meaningful way (State Government of Western Australia, 2006). Evidently, the findings also had confirmed that better communication between members and their leaders are essential for effective peoples' decisions that affect their lives.

4.3.9 Meet Legal and Policy Requirement

The researcher asked respondents to indicate whether legal and policy requirement was a reason for engaging the general community in the delivery of secondary education. This intended to determine whether, and how, the legal and policy had influenced community in the delivery of secondary education. From the Table 4.7 above, 43 (21.7%) of the respondent were of the opinion of strongly agree indicating that meet legal and policy requirement were a reason for engaging the general community in the delivery of secondary education. Similarly 103 (52.0%) of them agreed and, 27 (13.6%) of the respondents indicated undecided means they did not display what they thought of whether meet legal and policy requirement were a reason or not for general community to be involved in the delivery of secondary education.

On the other hand 15 (7.6%) disagreed indicating that meet legal and policy requirements was not a reason for including general community in the delivery of secondary education. Only 10 (5.1%) respondents out of 198 said that they strongly disagreed with the opinion that meet legal and policy requirements were the reason for engaging the general community in the delivery of secondary education. With regard to table 4.6, the results imply that majority 146 (73.7%) of the respondents with the Mean = 3.77 showed that they were agreed that meet legal and policy requirement were a reason for engaging the general community in

the delivery of secondary education. The results also imply that 25 (12.7%) of the respondent held opinion of disagree indicating that meet legal and policy requirement was not a reason for engaging general community in the delivery of secondary education. Thus, the findings support the idea that meet legal and policy requirement was another factors motivated for involving the general community in the delivery of secondary education.

In line with this, being able to voice opinions about government decisions that directly affect the lives of ordinary people is a key aspect of the rule of law. Public participation ensures that all stakeholders have the chance to have their voice be heard and provide valuable input in the decision-making process (Erika, 2008).

4.3.10. Decentralization of Secondary Education Management

4.3.10.1. Existence of School Boards

According to the World Bank (2000) school board is essential in decentralized secondary education governance since it is concerned with holding the balance between economic and social goals as well as between individual and communal goals with the aim of aligning as nearly as possible the interests of individuals, corporations and society.

Table 4.8: Decentralization of Secondary Education Management

		Frequency	Percent
1.Does the School have a school Board?	Yes	183	92.4
	No	15	7.6
	Total	198	100.0
2. What is the gender balance of the school board?	Unbalanced	189	95.5
	Balanced	9	4.5
	Total	198	100.0
3. What are the key functions of the school board?	Advice school management	82	41.4
	motivating of building school's infrastructure	64	32.3
	Monitor school discipline	52	26.3
	Total	198	100.0

Source: survey study, 2021.

Apparently, the researcher asked respondents to indicate whether school boards exist or not in their respective schools. Under this circumstance, the researcher intended to determine the existence of school board in secondary schools under study.

Results in table 4.8 above show that, out of all 198 respondents who assigned the questionnaires, 183 (92.4%) said “Yes” to indicate that there was school board in their respective schools. While 15(7.6%) said “No” to indicate that there was no school board. Hence, the findings respondents confirmed that school boards exist in secondary schools in Buno Bedele Zone.

4.3.10.2 Gender Balance of the School Board

The findings were categorized as indicated in table 4.8 above, overall 189 (95.5%) of the respondents said unbalanced to indicate that number of male is larger compared to the number of female. On the other hand, 9 (4.5%) said balanced to indicate that number of male and female are equal. Hence, the study indicates that secondary education management were unbalanced since the school board were dominated by males.

These Findings in table 4.8 above also indicate that female get fewer opportunities to participate in decision-making as their male counterparts. The problem is particularly acute for women responsible for the vast majority of cooking, cleaning, washing and other household chores, while their male tends to escape such duties. This unequal share of household chores is main underlying cause of the shortage of women to participate in education management roles. Greater gender equality in leadership may be assisted by focusing on local recruitment of school leaders so that women are not disadvantaged by not being as mobile as men are.

Governments, which tolerate high levels of gender inequality in education, are not only ignoring the basic human rights of half the population, but also sacrificing gains in economic growth and productivity, as there is clear evidence that economic returns to female education are very high and, at the secondary level, higher than for boys (UNESCO, 2011).

Wallace and Banos (2011) argues, gender imbalances in educational planning and management are not limited to developing countries; globally women are not accessing senior positions in the public or private sectors in the numbers expected given their increased education and work experience. Although, there have been large, significant shifts

in terms of policies and legislation, governments often lack the financial resources, and political will to implement them and progress is slow.

4.3.10.3 Functions of School Boards

School boards play an advisory role in respect of administrative matter as well as in the discipline of students. Moreover, School board is required to ensure achievement of the school objectives, improve planning, organizing and implementing of the schools' activities and processes. In addition, creating, maintaining and enhancing a good public image of the school (Hakielimu, 2013). Table 4.8 above, Shows 82 (41.4%) of the respondents had opinion that the function of the school board is to advice school management. The other 64 (32.3%) said that the function of the school board is motivating of building school's infrastructure, while 52 (26.3%) claimed that the function of the school board is to monitor school discipline. Generally, the school board is responsible for ensuring that the education ordinance, other relevant laws and guidelines are complied with.

A KETB is legally nominated body that oversees all schools in a kebele. The KETB is accountable to the kebele council and it is intended to coordinate the community in a school catchment area and to solve educational problems of a kebele, to identify and bring school aged children to school, to promote girls education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage) and to facilitate expansion of private schools (OREB, 2006).

According to Sattler (2012) argues, in Tennessee to explore the impact of school board leadership in ensuring that educational improvement is systematic and coherent at the local level rather than based on the isolated success or failure of an individual school's. The findings indicated that greater attention was paid to the responsibility of school trustees for multiple factors associated with student achievement. Moreover, information compiled from interviews indicated that all participants accepted that school board was existing in their schools, but they doubted their power in decision-making concerning school issues.

4.3.11. Decentralization of Secondary Education in Decision-Making

4.3.11.1 Community Participation in Decision-Making

The data as indicated in table 4.9, below show that, 55 (27.8%) of the respondent had opinion that community are involved in decision making at the level of school meeting, 74 (37.4%) claimed that community participation does not exist at all.

Table 4.9: Decentralization of Secondary Education in Decision-Making (N=198)

		Frequency	Percent	Mean	SD
1. How do the local community is involved in provision of education in your local Government?	Attending meeting at school	55	27.8	2.21	1.00
	Community participation does not exist	74	37.4		
	Attend meeting and contribute some money for school activities.	41	20.7		
	Contribute labor	28	14.1		
	Total	198	100.0		
2. How do you rate the level of community satisfaction with the way your Local Government execute its mandate in the delivery of secondary education?	Not satisfied at all	85	42.9	2.14	1.24
	Rarely Satisfied	50	25.3		
	Fairly Satisfied	18	9.1		
	Somewhat Satisfied	40	20.2		
	Fully Satisfied	5	2.5		
	Total	198	100.0		

Source: Survey study, 2021.

On the other hand 41 (20.7%) pointed out that community participation in decision making happen when are asked to contribute some money for school activities. While the rest 28(14.1%) proclaimed that community participation in decision-making seems to happen when asked to provide labor for community activities.

From these findings, it can be concluded that over 55 (27.8%) of the respondent were participating at the level of attending meeting only without involved in decision-making. Similarly 74 (37.4%) of the respondents confirmed that no community involvement in decision-making while 69(34.8%) of the respondents declared that were involved in community activities just in form of money contribution and provision of labor but not in decision-making. The result of average mean value of the item is 2.21(SD =1.00), which is in the range of low level. The findings confirm that community member were involved in money contribution and provision of labor but were not involved properly in decisions that affect their lives.

Studies have shown that the active participation strengthens the user’s skills to use the service, increases the probability that needs are being met, and helps to reach mutual benefits (Crouch, 2008). It may be noted that the assumptions for effective participation occurs when citizens are invited to participate by government or leaders of other responsible

organization that is to say when a two-way communication is initiated. Secondly when everybody who wishes, can participate. Thirdly, when the possibility of representation is guaranteed for interests of all citizens. Finally, when the participants can be involved in decision-making or service provision process, from the consideration of proposals to the final decision-making in all stages (Bums, 2004).

4.3.11.2 Community Perception of the Way Local Government Executes its Mandate in the Delivery of Secondary Education.

The statistics in Table 4.9 above show that overall, 85 (42.9%) of the respondents were not satisfied at all on the way local government execute its mandate. Other 50 (25.3%) of them ranked rarely satisfied and, 18 (9.1%) of the respondents said were fairly satisfied. The rest 40 (20.2%) indicated that were somewhat satisfied while 5 (2.5%) of the respondents claimed to be fully satisfied on the way local government execute its mandate. Hence, it can be argued that only 5 (2.5%) of the respondent were fully satisfied. Other 108 (54.6) of them were satisfied in different level ranging from somewhat to rarely satisfied. On the other hand, majority 85 (42.9%) of the respondents were not satisfied at all on the way local government execute its mandate in the delivery of secondary education. As stated in the table the mean of the item is 2.14(SD=1.24), within the extent of low level. In the decentralized governance, we expect the government to be more democratic. Democratic government refutes the misuse of mandate. Therefore, local government had not controlled its mandate in the delivery of secondary education.

To support this finding, studies showed that structures serve our interests best if we are able to influence them. If all of us are able to exert influence, this means that we have to accept responsibility. Exercising freedom and assuming responsibility for decisions taken in the context of freedom go hand in hand. In an ideal situation, we establish the rules which we need to live in our community and we ensure that the members of that community respect and live by those rules; each one of us and not only the president or top leaders, from the bottom up, and not from the top down (Hamann, 2012).

4.3.12 Students Involvement in Decision-Making

In the table 4.10 below, shows that overall, 8 (28.6%) of the respondent said “Yes” to indicate that they were involved in decision-making while majority 20 (71.4%) of them said “No” to indicate that were not involved in decision-making on the issues concerning their

life. The results connote that overall 20(71.4%) of the respondents were not involved in decision, which does not give good impression in the decentralized secondary education, because in decentralized governance people should have a say in decisions that affect their lives. This finding signifies that in Buno Bedele Zone decentralized secondary education governance had not fully involved students in decisions that affect their lives.

Table 134.10: Students Involvement in Decision-Making (N=28)

		Frequency	Percent
1.Do you involved in decision making in your school?	Yes	8	28.6
	No	20	71.4
	Total	28	100.0
2.What do you consider to be the benefits of involving students in decision making in the school?	Improved academic performance	4	14.3
	Sign of cooperation	3	10.7
	Students' confidence	6	21.4
	Improved school administration	7	25.0
	Freedom of expression	8	28.6
	Total	28	100.0

Source: Survey study, 2021.

However, to the contrary of the above finding, UNICEF (2011) assert that youths' participation in decisions that affect their lives help them to understand how to create space for different opinions, how to negotiate and respond to competing sets of demands and how to grow into citizens who contribute to the well-being of the wider community and how to help others to fulfill their rights. In addition, participation is fundamentally about collaboration, about adults sharing decision-making with children and adolescents, according to their maturity and capacity to understand different issues (Ibid).

4.3.12.1 Benefits of Involving Students in Decision-Making

Basing on the table 4.10 above, it is evident that 8(28.6%) of the respondents said that the benefit gain from being involved in decision-making was freedom of expression. Similarly, 7(25.0%) of them claimed that being involved in decision making could help to improve school administration and, 6(21.4%) said that including students in decision-making assist learners to develop a spirit of confidence. Other, 3(10.7%) of the respondents declared that involving students in decision-making was a sign of cooperation while 4(14.3%) of them stated that participation in decision-making assist to improve academic performance in school. Hence, the findings indicates that respondent were aware of the benefits of involving

the community in decision-making. Therefore, there is a need of involving students in decisions that affect their lives.

In support of the above findings, Conyers (2006) stated decentralization is viewed as a means of improving the relevance of local decisions, as a means of encouraging local support in implementation of development programs and thereby helping to improve basic service provision.

Cavet and Sloper (2004) also argue that participation is important for children because it gives them an opportunity to have a say about issues and decisions that affect them, learn new skills, have fun and develop a closer connection to their community. As a result, programmes and services created for children will better reflect their needs. Moreover, children and young people will become the voters, leaders and decision-makers of tomorrow. Early experiences can influence later behavior and meaningful inclusion gives children and young people opportunities to demonstrate their ability to be citizens in their own local environment through practical experiences and activities. Inclusion in the processes that shape society in a way that is appropriate to their age and ability can contribute to their growth into mature, responsible, active members of society.

4.3.13. Decentralization as the Way to Improve Community Involvement in Secondary Education Delivery

Community involvement is an important fact in determining the existence of decentralization by devolution. The studies on public participation identify a number of factors that may influence the success of public participation. Under present study, five factors are discussed namely decision-making, academic achievement, information sharing, planning, and budgeting.

4.3.13.1 Level of Information Sharing

Information sharing as it is illustrated in the conceptual framework is one of the facts that determine the efficiency and effectiveness of decentralization policy.

Table 14.11: Decentralization as the Way to Improve Community Involvement in Secondary Education Delivery

		Frequency	Percent	Mean		SD
1.Information sharing	Very Poor	18	9.1	2.68		.83
	Poor	56	28.3			
	Fair	94	47.5			
	Good	30	15.2			
	Total	198	100.0			
2.Decision making	Very Poor	25	12.6	2.74		.95
	Poor	46	23.2			
	Fair	82	41.4			
	Good	45	22.7			
	Total	198	100.0			
3.Academic achievement	Very Poor	13	6.6	2.84		.89
	Poor	52	26.3			
	Fair	91	46.0			
	Good	36	18.2			
	Very good	6	3.0			
	Total	198	100.0			
4.Planning & Budgeting	Very Poor	18	9.1	2.69		.89
	Poor	61	30.8			
	Fair	86	43.4			
	Good	30	15.2			
	Very good	3	1.5			
	Total	198	100.0			

Sources: Survey Data, 2021

The statistics in Table 4.11 above show 30 (15.2%) of the respondents said good to indicate that information sharing was able to improve the community involvement in secondary education delivery, 94 (47.5%) of them ranked fair.

Similarly 56(28.3%) argued that information sharing under decentralization policy had been poor, while 18 (9.1%) of the respondent pointed very poor to indicate that information sharing were not able to improve community involvement in secondary education delivery.

Most of the respondents confirmed that were not content on the way were involved in information sharing. The mean score of the item was 2.68, which indicate that information

sharing to improve community involvement in secondary education delivery was very low. From this finding, it indicates that the level of information sharing is not satisfactory in secondary school governance. Therefore, decentralization of secondary education cannot achieve its objectives unless there is a proper system of community involvement on information sharing.

However, studies showed that information sharing between state and community is an essential element for determining effective public participation in decisions that affect their lives. Information sharing is basic element in participation. Information provided to citizens by government agencies is the weakest but basic form of participation. It represents a one-way relationship for instance the government produces and delivers information for use by citizens (Gravingholt, 2006). In the context of this study, people had not provided with the adequate information they need to be able to participate, deliberate and contribute in a meaningful way. Therefore, there is a need for local government to put much effort to stimulate information sharing in order decentralization of secondary education to be active.

4.3.13.2 Community Involvement in Decision-Making

According to respondents of this study, 45 (22.7%) respondents out of 198 pointed good to indicate that community were involved in decision-making in secondary education delivery. 82 (41.4%) said community involvement was fair, 46(23.2%) claimed community involvement in decision-making was poor and 25(12.6%) said community involvement in decision-making was very poor (Table 4.11 above). Hence, it can be deduced that overall, 45(22.7%) of the respondents appreciated, 82(41.4%) of them considered community involvement in decision making to be average while 81(40.9%) of the respondent were not satisfied with community involvement in decision-making. The total average mean value scored 2.74(SD=.95) of respondents, regarding community involvement in decision-making and which are in the scope of a moderate level. In reality, the status of community involvement in decision-making is not convincing. Therefore, the level of public participation is low.

Decentralization of decision-making aims at moving decision making to the service-delivery units. It entails the involvement of the various stakeholders and allows the local units to plan their goals and objectives. Participatory leadership on the other hand encourages the creation of networks and the involvement of various actors in the decision-making process (Asaduzzaman, 2008). Nevertheless, the involvement of different

stakeholders in the decision-making process may have its own implications since the resulted decisions may often represent the outcome of divergent influences on the nature and operation of the school. The involvement of stakeholders is not a guarantee for effective decision-making procedures. Collective decision-making may lead to compromises as well as good-enough decisions (Hamann, 2012).

In the context of this study, the findings indicate that people are moderately involved in decisions affecting their lives. Therefore, the central idea of decentralization had refuted which intend to offer community a meaningful role in government decisions that affect them at the local level. There is a need for local government to organize a system in which communities are actively and significantly involved in all decisions affecting their lives.

4.3.13.3. Community Involvement to Improve Academic Achievement

Quality of education as measured by learners' literacy and numeracy skills is a main indicator of the efficiency of public education systems. Examining across the area of the study, responses collected from questionnaires (Table 4.11 above) show that only 6 (3%) of the respondents said academic achievement under decentralization was very good and 36 (18.2%) and 91(46%) were as low and fair respectively.

Other 91(46%) said academic achievement was fair, 52(26.3%) claimed academic achievement under decentralization policy had been poor, and 13 (6.6%) proclaimed that academic performance under decentralization policy had been very poor. Thus, it can be concluded that overall, 42(21.21%) of the respondent confirmed that community involvement lead to improvement of academic performance. On the other hand, 91 (46%) of them considered academic performance to be average while 65 (32.8%) of the respondent were not contended with academic performance. In this regard, the respondents view towards community involvement to improve academic performance means score was 2.84 (SD=.89), within the range of moderate. This implies that community involvement in education activities could lead to better academic performance.

The result study by Henderson and Mapp (2002) show that when schools build partnerships with community that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement. Communities have a major influence on their children's achievement in school and through life (Ibid).

However, in this context, decentralization of education had not influenced people to participate fully in education delivery. If community not truly empowered to have a say in decisions on issues that affect education, communities would not only fulfill their participation rights but also reshape their education achievement.

Ahmad and Said (2013) argue community participation in education greatly improves quality, relevancy, effectiveness and sustainability of all the educational initiatives that are undertaken to meet the needs of the communities. This can be done through transferring the funds to school boards and engaging the school community based management (Romi, 2000). Accordingly, it is important to establish and continuously attempt to develop partnerships between schools and communities for effective decentralization of secondary education.

4.3.13.4. Community Involvement in Planning and Budgeting

As it can be seen from table 4.11 above, only 3 (1.5%) of the respondents out of 198 indicated that school planning and budgeting was very good, 30 (15.2%) had opinion that school planning and budgeting was good, 86 (43.4%) of the respondent claimed school planning and budgeting was fair. Other 61 (30.8%) said school planning and budgeting under decentralization policy was poor, and 18 (9.1%) of the respondent had opinion that school planning and budgeting was very poor. Hence, it can be conclude that 33 (16.7%) of the respondents were satisfied with the way decentralization was improving community involvement in planning and budgeting. Other 86 (43.4%) of them were somehow satisfied with the way decentralization was improving community involvement in planning and budgeting while 79 (39.9%) of the respondents were not satisfied with decentralization was improving community involvement in planning and budgeting. In this regard, the respondents toward the involvement of Community in Planning and Budgeting rated moderate with mean score of 2.69 (SD=.89). This shows that community participation in the budgeting processes in local governance is not yet been fully operationalized or widely adapted.

To the contrary of the above finding, In the decentralized community, Wood (2007) stated that schools are considered the best to determine their needs and their goals and objectives, decentralization of decision-making devolves decisions related to planning and setting the school profile to the school level (Ibid).

According to United Nations (2005) in Bangladesh, people's participation in local

budgeting increased transparency and accountability of the local government institutions. They become more responsive to the people's needs and aspirations. The local people can really understand the developmental problems of a community. Therefore, suggestions from them should be incorporated properly in order to make development people-oriented. Budget prepared and implemented mechanically without people's participation cannot necessarily ensure sustainable development. Therefore, community should be involved and take an active part in the allocation of financial resources. This is one of the best ways to engage the citizens.

4.3.14. Community Attention in Delivery of Secondary Education

4.3.14.1 Community Attention in Learning and Teaching Materials

Availability of teaching and learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Thus, teaching and learning materials are very essential for better academic performance.

Based on the respondents response on community attention in learning and teaching materials, the study revealed in Table 4.12 below, overall, 61 (30.8) of the respondents said more attention to indicate that learning and teaching was very important, 67 (33.8%) of them ranked somewhat attention to indicate that learning and teaching was somehow important. Again 48 (24.2%) of the respondents thought that learning and teaching had a fairly attention, 16 (8.1%) of them said that learning and teaching materials was given rarely attention, only 6 (3.0%) of the respondents out of 198 claimed that learning and teaching materials was not attention. Accordingly, the respondents response on community attention in learning and teaching materials rated low with the mean score 3.81(SD=1.05). Thus, it can be concluded that most respondent recognized the importance of learning and teaching materials but in different level ranging from more attention to rarely attention. However, this recognition is not reflected in the service delved in secondary education.

Table 4.12. Community Attention in Delivery of Secondary Education

		Frequency	Percent	Mean	SD
1.Learning and teaching materials	Not attention at all	6	3.0	3.81	1.05
	Rarely attention	16	8.1		
	Fairly attention	48	24.2		
	Somewhat attention	67	33.8		
	More attention	61	30.8		
	Total	198	100.0		
2.Promote teachers welfare	Not attention at all	10	5.1	3.66	1.09
	Rarely attention	19	9.6		
	Fairly attention	45	22.7		
	Somewhat attention	78	39.4		
	More attention	46	23.2		
	Total	198	100.0		
3.Protecting students especially girls.eg, gender abuse	Not attention at all	3	1.5	3.90	1.01
	Rarely attention	19	9.6		
	Fairly attention	36	18.2		
	Somewhat attention	75	37.9		
	More attention	65	32.8		
	Total	198	100.0		
4.Awareness to community	Not attention at all	6	3.0	3.88	1.03
	Rarely attention	13	6.6		
	Fairly attention	42	21.2		
	Somewhat attention	73	36.9		
	More attention	64	32.3		
	Total	198	100.0		

Sources: Survey Data, 2021

4.3.14.2 Community Attention in Promoting Teacher’s Welfare

The researcher assigned questionnaire the respondent to show to what extent community should give more attention in promoting teachers welfare. Among those who extracted from questionnaires (Table 4.12 above) indicate that, only 10 (5.1%) of the respondents said teacher welfare was to be given not attention, 19 (9.6%) of them thought that teacher welfare was to be given rare attention in promoting decentralized education, other 45 (22.7%) had opinion that teacher welfare was to be treated fairly attention. While 78 (39.4%) felt somewhat attention and 46 (23.2%) of the respondents said that teachers welfare were to be given more attention. Thus it can be argued that overall 169 (85.3%) of

the respondents admitted that community attention in promoting teachers welfare was something to be given attention.

In this regard, the response of respondents to show that the extent to which community should give more attention in promoting teachers welfare rated as high with mean score of 3.66 (SD=1.09). This show that there is high level of attention for community to promote teacher's welfare that is a good sign in decentralized education. However, teachers welfare in Secondary schools of Buno Bedele Zone still not sufficient to motivate them to promote education in their respective locality. Moreover, the provision of well-being to teachers is a source of earning and satisfaction which is likely to increase their productivity because they are motivated and happy.

However, the literature shows that teacher's welfare provision is vital in determining the success of any school because it is one of the bases of motivation of staff. Welfare is referred as the total wellbeing of teachers both at school and at home (Armstrong, 2006).

4.3.14.3 Community Attention in Protecting Students Especially Girls

From table 4.12 above, 65 (32.8%) of the respondent thought that girls were to be given more attention in promoting decentralized education, 75 (37.9%) of them said protecting girls in education was somewhat attention. Other, 36 (18.2%) of the respondents claimed that protecting girls was to be fairly attention, 19 (9.6%) of them had opinion of rarely attention and, 3 (1.5%) felt that protecting girls against gender abuse in education was not to be paid attention.

The analysis of the responses presented in Table 4.12 above, suggested that overall 195 (98.5%) of the respondents were on opinion that community attention to protect students especially girls were important while only 3(1.5%) of them were of the opinion that community attention in protecting students especially girls were not important. The mean score values of respondents for the item 3 of table 4.12 was 3.90 is above the medium average (3.00).

The study indicates that community member had realized the importance of not only protecting but also involving women in decisions that affect their lives.

In line to this, UNICEF (1992) community participation can contribute to promoting girls' education. Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the

improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located in long distance, concerned about the security of their daughters on the way to and from the school (Ibid).

4.3.14.4. Community Awareness

The analysis of the respondents presented Table 4.12 above, indicate that overall, 64(32.3%) respondents said community awareness was to be given more attention. Other 73 (36.9%) felt somewhat attention. On the other hand 42 (21.2%) of the respondents thought that community awareness was fairly attention, 13 (6.6%) said preference in community awareness was to be rarely attention, and only 6 (3.0%) opted for not attention about community awareness. It can be deduced that 192 (96.9%) of the respondents were of opinion that community awareness was to be given attention but different attention ranging from more attention to rare attention. The results also connote the a few 6 (3.0%) respondents who said community awareness was not necessary to be given more attention.

As indicated in item 4 of table 4.12 the mean value was 3.88(SD=1.03) is greater than the mean value (3.00). Therefore, the finding of the present study revealed that community was very eager on what had been happening particularly in programmers that affect their lives.

In line to this, in order to exercise any kind of community participation, there needs to understand among all stakeholders, all people who are targeted. Reasons and benefits of community participation have to be clearly addressed and understood by people (Pateman, 1970). In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit (Ibid). Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people.

4.3.15. The Challenge in the Decentralized Secondary Education

Great challenges of secondary schools are related to the quality, relevance and equity for the poor who are the majority. In addition, access and full participation to secondary education remains an unanswered challenge. In order to determine the degree of challenges the researcher asked the respondents to indicate the degree of challenges that affect most in the delivery of secondary education as measured in table 4.13 below.

It was revealed that, 53 (26.77) of the respondents ranked shortage of science teachers as a first serious challenge affecting the delivery of secondary education. Other 45(22.73%) of them indicated lack of learning and teaching as a second challenge were affecting the delivery of secondary education.

Table 4.13. The Challenge in the Decentralized Secondary Education (N=198)

Challenges	Frequency	Percent
Shortage of science teachers	53	26.77
Shortage of learning and teaching materials	45	22.73
Shortage of infrastructures (classrooms, laboratories, libraries,..)	36	18.18
Spread of COV-19	34	17.17
Lack of funds	30	15.15
Total	198	100.00

Sources: Survey Data, 2021

Similarly, 36(18.18%) of the respondents ranked shortage of infrastructures such as classrooms, laboratories, dormitories, library, toilets and teachers' houses as a third challenge were affecting secondary education. The other 34(17.17%) indicated the coronavirus (COVID-19) pandemic as a third common problem affecting them in learning. Finally, 30(15.15%) of them indicated lack of fund as a fourth challenge were affecting secondary education delivery. Hence, findings in table 4.13 above, indicates that shortage of science teachers were in high degree challenging the delivery of secondary education in Secondary schools of Buno Bedele Zone. Therefore, efforts towards employing mathematics and science teachers is needed more because the study has revealed that there is shortage of science teacher subjects.

As a result of schools not having the right mix of teachers' qualifications School director and Woreda Education Officer complain that, there were shortage of science subjects because every year the MOE deploys more social subjects (arts and languages) teachers than science ones. One school director at school code 03:

There is a critical shortage of science teachers at this school, every year we receive more teachers specialized in arts than in science subjects. This year, out of 5 teachers deployed here only one teacher was a science teacher (Sept. 13/2021: School director code 03).

In connection to this, one school director at school code 1 remarked during interview in response to a question about the sufficiency of books at the school:

Well, compared to past years especially in 2020/2021 when all academic conditions were worse, currently the situation is not very bad, at least one book can be shared by 2 to 3 students, and it is the plan of the Ministry that through capitation provided to schools till the year 2024 every student will be having his/her book (school director at school code 1, August 31, 2021).

This information was intended to expose the availability, condition/quality and adequacy of various physical infrastructures at each secondary schools. Responses were obtained by broad sweep observations. Except for classroom buildings, many physical infrastructures were poor (see broad sweep observations schedule). One critical issue observed to be very poor in all schools was the absence of laboratories among all secondary schools in the study. One school director observed:

Many students would have loved to pursue science subjects but the lack of laboratory is a limiting factor. The school has no laboratory (school director at school code 2, August 30, 2021).

Shortages of teaching and learning materials affect the provision of required standard education in this world of technology. Thus good learning environment as postulated in the Maslow's hierarchy of needs theory as implied in education management is not met (Okumbe, 1999).

This study also has found that, there is a great shortage of science teachers of secondary schools. Teachers will need to be at the heart of this decentralization, and therefore must be meaningfully involved from the beginning and thereafter. Poorly performing students in secondary schools in such vital subjects as Science and Mathematics represent a huge loss for the individuals as well as for the society. Sumra et al, (2009) argue:

“Poor performing students in Science and Mathematics affect the possibility for students to move on to higher education. It also hampers the ability of the Government to reach strategic development goals; not just for the education sector, but for the society and the country at large.”

In line to this, in many Africa countries educational decentralization failed to yield the intended outcomes due to absence of real decision-making power and resource at the local

levels (Winkler, 2005). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayelew, 2009).

4.3.16. Common Problems Narrated by Students

Engaging youth in active participation in local government allows them to increase their knowledge about community organizing, leadership skills, legislative campaigns, messaging and social policy advocacy skills. Participants will identify critical community issues and develop effective strategies and organizing campaigns that address the issues (Trust Africa, 2013). In addition, the active participation of the youth in decisions and actions taken at the local level and further up the chain is fundamentally important if we want to build a comprehensive and more democratic society.

Table 4.14. Problems affecting the delivery of secondary education (N=28)

Problems	Frequency	Percent
Lack of sciences teachers	10	35.71
Lack of learning and teaching materials	8	28.57
Spread of COV-19	6	21.43
Poor economic status and lack of food (lunch)	4	14.29
Total	28	100.00

Sources: Survey Data, 2021

In order to check how the youth are involved in addressing issues that affect their lives, the researcher asked respondent (students) to indicate common problems affecting the delivery of secondary education. As depicted in table 4.14, findings revealed that majority 10 (35.71%) of the respondents indicated lack of sciences teachers as a first problem affecting the delivery of secondary education. Other 8 (28.57%) of them ranked lack of learning and teaching materials as a second common problem affecting the delivery of secondary education. Again 6(21.43%) indicated the coronavirus (COVID-19) pandemic as a third common problem affecting them in learning.

Lastly, 4 (14.29%) of the respondents indicated lack of food (lunch) respectively as problems affecting them in learning. Communities, schools and local businesses are all facing unique challenges and stress during the time of COVID-19.

From these findings, it can be concluded that lack of science teachers was a common problem affecting the delivery of secondary education. Under this circumstance, if secondary school education is left to deteriorate, college and university education will

deteriorate due to admission of poorly prepared students. Then labor force of the country will equally suffer, so do the economic competitiveness of the country.

To support this, Saito and Kato (2008) stated that the local level decentralization failed to achieve the intended outcomes due to lack of adequate resource and necessary power at the local level. As Hunold (Ibid) puts it, deliberative democracy requires that public involvement on the basis of equality with administrative offices and technical experts. In practice, this means that all participants of policy deliberations should have the same chance to define issues that affect their lives, dispute evidence, and shape the agenda. Furthermore, citizens must be willing to accept the views of others, at least in principle (Weinstock and Kahane, 2010). The idea is that citizens must evince reciprocity in their dealings, putting forward arguments that can be expected to move the democratic process toward consensus.

6.8 Possible Solutions to Challenges Facing the Decentralized Secondary Education

Making secondary education free and compulsory has played big role for national plan to eliminate disparity in education and achieve universal education. In order to know possible solution for challenges facing secondary education, the researcher assigned the participants to show possible solution of those problems/challenges.

Table 4.15. Possible Solutions to Challenges Facing the Decentralized Secondary Education

Solutions	Frequency	Percent
Employee more science teachers	83	41.9
Supplying more teaching and learning materials	61	30.8
Total	198	100.00

Sources: Survey Data, 2021

From the table 4.15 above, data revealed that 83(41.9%) of the respondents indicated to employ more science teacher as a first solution to address the challenges facing decentralized secondary education. Other 61(30.8%) of them indicated to supply more teaching and learning materials as a second solution. Hence, these findings suggest that 83 (41.9%) of the respondents were of the opinion of employing more science teacher as a first solution to address the challenges affecting the delivery of secondary education. The finding indicates access to learn science subjects were little because of shortage of science teachers. Therefore, science teachers are urgently needed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to explore decentralization and community participation in secondary Schools of Buno Bedele Zone, South-West Ethiopia.

Both qualitative and quantitative data analysis techniques were used. The data obtained from questionnaire were analyzed using frequency and percentages. In addition, Software Package for Social Sciences (SPSS) version 20.0 was used to analyze the quantitative data.

The information gathered by employing interview and document were analyzed textually (qualitatively). The study formulated the following basic research questions.

i/How does the transfer of responsibility for planning, management, resource raising and allocation from the Regional government to local government influenced the level of secondary education delivery in Buno Bedele Zone, Oromia Regional state, South West Ethiopia?

ii/To what extent is the decentralized delivery of secondary education being practiced in the process of formulation, passage and implementation public policies in secondary schools of Buno Bedele Zone, Oromia Regional state, South West Ethiopia?

(iii) What are the challenges facing realization of meaningful community participation in the decentralized secondary education in Buno Bedele Zone?

The study was conducted in four woredas and Bedele Administrative town and five secondary schools in Buno Bedele zone of Oromia Regional state, South West Ethiopia.

The methodology employed was descriptive survey. To answer the above questions, a questionnaire and semi-structure interview instruments were employed to obtain data from the selected samples.

Closed and open ended questionnaires were distributed to 159 teachers, 10 KETB, 10 PTSA members, and ten selected school principals and 189 (96.92%) were filled and returned. Moreover, a total of 30 questionnaires were distributed to 30 students and 28 (93.3%) of students were appropriately filled and returned.

Semi structured types of questions were also employed for interview with five Woreda education Heads and five school principals Sample Secondary seconds were selected by simple random sampling.

Respondents of each teacher were selected by using simple random sampling and Students School Principals, Woreda Education office Head (WEH), KETB, PTSA as well as community were selected by purposive sampling techniques.

The data gathered by questionnaires were organized and analyzed using frequency and percentage. In addition, Software Package for Social Sciences (SPSS) version 20.0 was used to analyze the quantitative data. The data collected through interview and documents were analyzed through narration and textually (qualitatively). Based on the above analysis made, the major findings of the study are the following:

- From the findings, 94 (47.5%) of the respondent admitted that they were attending meeting; on the other hand, 104 (52.5%) never attended meeting either by knowing or not knowing. The mean score of this item is 2.28. The study also indicated that Local government failed to organize regular meetings in order community members to discuss issues affect their daily life. In this case, communities were not offered opportunities to make meaningful contributions to decisions that affect their lives.
- In Buno Bedele Zone, local government authorities were moderately established for bringing the government closer to the people for instance, work with schools to support the quality of education. Thus, the study found that majority of respondents 95 (48.0%) confirmed that there were fairly cooperation between school and community moderately with mean value 3.49 (SD =.87).
- Successful decentralized require the government and their employees to be held responsible for their actions. One element of improving service delivery through decentralization is the goal of greater accountability of different levels of government to their communities. Accordingly, 122 (61.6%) and 53 (26.8%) of the respondents with mean value 4.46 admitted that enrolment of students in secondary schools was very good and good respectively. While construction of school infrastructure had not matched with enrolment of students in secondary school. Thus, as indicated in the findings, the majority 116 (58.6%) respondents with mean value of 2.71, said that participation in construction was just average while the rest 68 (34.34%) of them were not contended with participation in infrastructure.

- In the decentralized state, rule of law is considered as among one of the core principles for community participation. The result study showed that local governments had attempted very little on the rule of law. Accordingly, it is evident that overall 193 (97.47%) respondents with mean value 3.26 were forced or commanded to participate in education activities. As Hamann (2012) stated, the first principle of the rule of law had not paid enough attention that requires all community come within the scope of the law, no matter what their eminence or authority. Those who make and enforce the law are therefore bound by it.
- There was limited extent of commitment from local government concerning information sharing with community members.
- The mean values of respondents on the Influence of Community Participation on Transparency (Mean = 2.68, SD =.066). Furthermore, the findings indicated, 154 (77.7%) of the respondents said they were exposed to information rarely. This indicated that people were not provided with the information they need to be able to participate, deliberate and contribute in a meaningful way.
- As the findings indicated, 115(58.08%) of the respondents said that there was moderate level of satisfaction of community involvement to improve academic performance. Decentralization in Education is viewed a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Baganda, 2008, p. 20).
- Similarly, a large number of respondents 153 (77.3%) of the participants confirmed that the adoption of education decentralization strategy was the reason for engaging the general community in the delivery of secondary education. As stated by Weidman and De Pietro-Jurand, 2018) the reasons for decentralizing education services may include: Empowering under-represented populations; Increasing system-wide accountability and efficiency; Improving access to and quality of education; and Enhancing resources through support to schools from communities, parents, and the private sector.

- Each woredas and town has a KETB, male dominated and to oversee all schools under the kebele constituency. As the findings indicated that 20(66.6%) of the respondents 82 (41.4%) of the respondents had opinion that the functions of the school board includes: to advice school management 82 (41.4%), motivating of building school's infrastructure 64 (32.3%), and monitor school discipline 52 (26.3%). KETB is intended to coordinate the community in a school catchment area and to solve educational problems of a Kebele, to identify and bring school aged children to school, to promote girls education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage) and to facilitate expansion of private schools (OREB, 2006).
- According to the study findings, 129 (65.15%) respondents indicate that community was involved in decision-making in secondary education delivery. In light with this, the mean value of respondents was 3.70. This is above the mean value (3.00), thus the result showed that there were the rights of community to participate as a reason for engaging the general community in the delivery of secondary education. However, the results from student respondents connote that 20 (71.4%) of students were not involved in decision making.
- People had not been involved fully in budget formulation, review and approval, execution, and review. As the findings indicated, 79 (39.9%) of the respondents were not satisfied with decentralization was improving community involvement in planning and budgeting. In this regard, the respondents toward the involvement of Community in Planning and Budgeting rated moderate with mean score of 2.69 (SD=.89). This shows that community participation in the budgeting processes in local governance is not yet been fully operationalized or widely adapted.
- As study results indicated, 74(37.38%) argued that information sharing under decentralization policy had been poor, while 94 (47.5%) of them ranked fair. Moreover, the mean score of the item was 2.68 which is below average mean value (3.0) which indicate that information sharing to improve community involvement in secondary education delivery was very low. Therefore, decentralization of secondary education cannot achieve its objectives unless there is a proper system of community involvement on information sharing.

- Despite the moderate outcomes, this study investigated the challenges facing the Education Decentralization in Secondary Schools of Buno Bedele Zone. In relation to this, 53(26.77%), 45(22.73%), 36(18.18%), 34(17.17%) and 30(15.15%) indicated that Shortage of science teachers, learning and teaching materials, infrastructures, Spread of COV-19 and Lack of funds and Poor economic status were respectively the major challenges that affects education decentralization in secondary schools. Moreover, 10(35.71%), 8(28.57%), 6(21.43%) and 4(14.29%) of students confirmed that Shortage of science teachers, learning and teaching materials, Spread of COV-19, Lack of funds and Poor economic status (lack of food) were respectively the major challenges that affects education decentralization in secondary schools.
- There was unprecedented challenge in science and mathematics education, the most severe of which was the critical shortage of qualified mathematics and science teachers at the secondary level. The challenge is not new. Yet schools go on.

5.3 Conclusion

Based on the major findings of the study the following conclusions are drawn.

- Devolution of power in school administrative, and fiscal decision making power to school is increase, but not significantly important in relative comparisons with community needs in all Woredas and Secondary schools. From this it is possible to conclude that, there were the absence or low commitments of accountable bodies that could coordinate and bring the community to gather to run the school activities.
- The findings revealed that because of decentralization, the question of enrollment of students shows a progress. However the question of quality is not yet solved. This is associated with the lack communication among stakeholders (KETB, PTSA and School principals), fund raising and budget allocation to education. Schools budget is not adequate enough to meet the demand of the school in particular and the community in general. As the result school environments are not conducive to learning and teaching. Schools lack physical and other service giving facilities. This implies that lack of support in the part of community representatives resulted from low level of participation during planning and decision-making; the lower it will be during implementation that is mean and percentage.
- As confirmed by the majority of the respondents, the adoption of education decentralization was the reason for engaging the general community in the delivery of secondary education. Therefore, the empirical findings of this research reveal that decentralized secondary education policy showed moderate results.
- As revealed by the majority of the respondents that Shortage of science teachers, learning and teaching materials, infrastructures, Spread of COV-19, Lack of funds, Poor economic status and lack of food (lunch) were the most challenges that affects education decentralization in secondary schools.

5.4 Recommendations

Based on the conclusions of the study the following main recommendations that might have long- lasting impact in the improvement of educational decentralization and community participation were forwarded.

- It is recommended that parents and community members should be involved from the initial stages of policy formulation in order to know their importance of education decentralization and community participation in policy implementation. It is likely that community will support the plan where they developed themselves. The role of local leaders, especially in the lower local government structure, should be to encourage community to address their local problems. This might require technical support from either the woreda council.
- The policy attention and implementation should give priority to teachers over buildings. Buildings are of course important, but teachers matter more. The most important thing in education is the interaction between motivated, competent teachers and their students. Overall, therefore, there is an urgent need to strengthen the standards of teaching in secondary schools, and to bring back the respect of the profession.
- Reducing the challenges of decentralized educational management: - Improving the coordination of educational personnel, assigning the right person in the right place, provision of adequate resources, the provision of training, adequate participation of stake holders, addressing clear roles and responsibilities, and creating conducive environment are some of the major ones which should be practiced to reduce the challenges of decentralized educational management. These could be done by strengthening cooperation with educational actors and establishing collaboration with the other social service sectors, NGOs, individuals, institutions and philanthropic bodies.

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APPENDICES
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT (EdPM)

The purpose of this questionnaire is to collect data on the Decentralization and Community Participation in secondary schools of Buno Bedele Zone. So you are, kindly requested to respond frankly and honestly to the following questions that help me to gather reliable data for my investigation.

Thank you for cooperation in advance!

Appendix A: Questionnaire for Teachers, V/principals, KETB and PTSA

Instructions: Where applicable, please tick or fill in a space provided with a correct answer. It is our humbled expectation that you will answer the questions and give your opinion as frankly as possible.

SECTION A : BACKGROUND OF RESPONDENTS

1. Name of school/community: _____
2. Gender: a/Male b / Female
3. What membership do you belong to?
a) KETB (board) b) PSTA (association) c) teacher
d) School director
4. Age of respondent: a/21- 25 b/ 36 – 30 c/31– 35
d/36-40 e/41-45 f/46- 50 g/ 51 years and above
5. Education level reached:
(a) Not Attended Formal Education (b) Adult Education
(c) Primary Education (d) Secondary Education
(e) Diploma (f) Degree (g) Master

SECTION B: MAIN BODY

Please read each statement carefully and indicate the extent to which you have agreed by putting the Mark (√).

Strongly agree (Very High) = 5 Agree (High) = 4; Undecided =3 Disagree (Low) =2); Strongly disagree (Very Low) =1

1. In your Local Government, how do you rank the main reasons for engaging the general community in the delivery of secondary education?

Reasons	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Adopt changes occurring					
Building capacity of the community members					
Better accommodate community needs					
Rights of community to participate					
Better communication between members and their leaders					
Meet legal and policy requirement					

- 2. Does your school have a board?.....
- 3. What is the gender balance of the school board?.....
- 4. What are the key function of the school board?.....
-
-

6. In your opinion, to what extent do the following activities should be given more attention in delivery of secondary education in your local area?

Activities	More attention	Somewhat attention	Fairly attention	Rarely attention	Not attention at all
Planning and budgeting					
Learning and teaching materials					
Promote teachers welfare					
Awareness to community					
Protecting students especially girls.eg, gender abuse					
Supplying more and better facilities.eg, desk					
Solicit more support from stakeholders					

7. Briefly explain how the local community is involved in provision of education in your local Government?

8. How do you rate the level of community satisfaction with the way your Local Government execute its mandate in the delivery of secondary education?

Fully Satisfied	Somewhat Satisfied	Fairly Satisfied	Rarely Satisfied	Not satisfied at all

9. How do you rate the level of availability and predictability of secondary education service in your Local Government?

Very Good	Good	Fair Good	Not really Good	Nothing Good at all

10. In your Local Government, to what extent has decentralization been able to improve the community involvement in secondary education delivery listed below?

Activity	Excellent	Good	Fair	Poor	Very Poor
Decision making					
Academic achievement					
Information sharing					
Planning & Budgeting					

11. How often do you attend meetings organized by the local municipal council?

Once a month	After every 3 months	Once a year	Never attended	I don't know

12. What resources are being provided by the municipal council to your school?

.....

13. How do you rate the participatory activities in education has your Local Government performed in improving secondary education delivery listed below:

Activity	Very Often	Often	Rarely	Very rarely	Never
Fund raising					
Parents (stakeholders) meeting					
Presentation of capitation grants					
Information sharing					

14. How do you rate the level of commitment of Local Government Authority in the delivery of secondary education in your area?.....

15.(a) List key stakeholders in the provision of secondary school education?

.....

(b) What other stakeholders are involved in secondary school education?

.....

16. In your Local Government, how do you rate the cooperation of stakeholders in secondary education delivery listed below?

Stakeholders	Fully cooperation	Somewhat Cooperation	Fairly Cooperation	Rarely Cooperation	Not Cooperation at all
School-Community					
Staff-School principal					
School-Local government					

17. How is local government involved in delivery secondary school education?

(a) In your school.....

(b) In other schools.....

18. In your Local Government, how do you rate the following secondary education deliveries in respect of achieved biggest progress?

Achievement	Very Good	Good	Fair	Not really	Nothing at all
Enrolment of students					
Infrastructure (classrooms & laboratory)					
Academic performance					

19. In the following core function of the Local Government Authority, which is well attended than others in delivering secondary education in your area?

Functions	Very Often	Often	Seldom	Very Seldom	Never
Community participation in decision-making					
Commanding/force community to participate in education					
Community meeting					

20. In your Local Government, how do you rank the following aspect of the public education have improved with decentralization?

Aspect	Fully Improved	Somewhat Improved	Fairly Improved	Rarely Improved	Not Improved at all
Community participation in education activities					
Financial condition of the school					
School buildings (classrooms & laboratory)					
Public decision making					
Academic performance					
Teaching materials					
School Administration capacities					

21. In your Local Government, to what extent the following has been the biggest challenge in the execution of the competences in secondary education?

Challenge	Serious Challenge	Serious	Fair	Not Serious	Nothing at all
Leadership style(dictatorship)					
Infrastructure (office, houses & toilets) for teachers					

22. In your Local Government, mention some of the common problems affecting the delivery of secondary education?

.....

23. What are possible solutions of those problems/challenges?

.....

Appendix B: Questionnaire for Member of Community including Parents and Non-parents

Instructions: Where applicable, please tick or fill in a space provided with a correct answer. It is our humbled expectation that you will answer the questions and give your opinion as frankly as possible.

Please read each statement carefully and indicate the extent to which you have agreed by putting the Mark (√).

Strongly agree (Very High) = 5 Agree (High) = 4; Undecided =3 Disagree(Low) =2); Strongly disagree (Very Low) =1

A. PERSONAL IDENTITY

i/ Sex: (a) Male (.....) (b) Female (.....)

ii/ Age: (a) 16-20 years (.....) (b) 21-25 years (.....) (c) 26-30 years (....)
 (d)31-35 (....) (e) 36-40 years (....) (f) 41-45 years (....) (g) 46-50 years (.....)
 (h) 50 years and above (.....)

iii. Education level reached:

(a) Not Attended Formal Education (...) (b) Adult Education (.....)
 (c) Primary Education (...) (d) Secondary Education (.....)
 (e) Diploma (.....) (f) Degree (....) (g) Masters (.....)
 (h) Doctorate (.....)

1. What activities are being undertaken by local government?

2. In your Local Government, how do you rank the main reason for engaging the general community in the delivery of secondary education?

Reasons	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Adopt changes occurring					
Building capacity of the community members					
Better accommodate community needs					
Rights of community to participate					
Better communication between members and their leaders					
Meet legal and policy requirement					

3. In your Local Government, how do you rank the following aspect of the public education have improved with decentralization?

Aspect	Fully Improved	Somewhat Improved	Fairly Improved	Rarely Improved	Not Improved at all
Community participation in education activities					
Financial condition of the school					
School buildings (classrooms & laboratory)					
Public decision making					
Academic performance					
Teaching materials					
School administration capacities					

4. In your opinion, to what extent do the following activities should be given more attention in delivery of secondary education in your local Government?

Activities	More attention	Somewhat attention	Fairly attention	Rarely attention	Not attention at all
Planning and budgeting					
Learning and teaching materials					
Promote teachers welfare					
Awareness to community					
Protecting students especially girls.eg, gender abuse					
Supplying more and better facilities.eg, desk					
Solicit more support from stakeholders					

5. How do you rate the level of availability and predictability of secondary education in your Local Government?

Very Good	Good	Fair Good	Not really Good	Nothing Good at all

6. In your Local Government, to what extent has decentralization been able to improve the community involvement in secondary education delivery listed below?

Activity	Excellent	Good	Fair	Poor	Very Poor
Decision making					
Academic achievement					
Information sharing					
Planning & Budgeting					

7. In your Local Government, how do you rate the following secondary education deliveries in respect of achieved biggest progress?

Achievement	Very Good	Good	Fair	Not really	Nothing at all
Enrolment of students					
Infrastructure (classrooms & laboratory)					
Academic performance					

8. How often do you told regular meeting with

(a) School management..... (b) Local government.....

9. In your Local Government, to what extent are you obliged to share information listed below in improving secondary education delivery?

Information	Very Often	Often	Occasionally	Seldom	Never
Planning and budgeting					
Academic performance					
Capitation grants					
School board meeting					

10 In the following core function of the Local Government Authority, which is well attended than others in delivering secondary education in your area?

Functions	Very Often	Often	Seldom	Very Seldom	Never
Community participation in decision-making					
Commanding/force community to participate in education					
Community meeting					

11. In your Local Government, what are some of common problems affecting the delivery of secondary education?

12. What are possible solutions of those problems/challenges?

Thank you for your cooperation.

Appendix C: Questionnaire for Students

Instructions: Where applicable, please tick or fill in a space provided with a correct answer. It is our humbled expectation that you will answer the questions and give your opinion as frankly as possible.

A. PERSONAL IDENTITY

i. Sex: (a) Male (.....) (b) Female (.....) ii/Grade level_____

1. In your Local Government, how do you rank the main reason for engaging the general community in the delivery of secondary education?

Reasons	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Adopt changes occurring					
Building capacity of the community members					
Better accommodate community needs					
Rights of community to participate					
Better communication between members and their leaders					
Meet legal and policy requirement					

2. In your opinion, to what extent should the following activities be given more attention in delivery of secondary education in your local Government?

Activities	More attention	Somewhat attention	Fairly attention	Rarely attention	Not attention at all
Learning and teaching materials					
Promote teachers welfare					
Awareness to community					
Protecting students especially girls.eg, gender abuse					
Supplying more and better facilities.eg, desk					

3. How do you rate the level of availability and predictability of secondary education service in your Local Government?

Very Good	Good	Fair Good	Not really Good	Nothing Good at all

4. How are you being involved in decision making in your school?.....

5. (a) Do you attend school meetings?

(b) How often?

Very Often	Often	Rarely	Very rarely	Never

6. Are your views always considered by the school? Yes/No. Explain.....

7. What do you consider to be the benefits of involving students in decision making in the school?

(a).....

(b).....

(c)

8. How do you rate the participatory activities in education that your Local Government has performed in improving secondary education delivery listed below:

Activity	Very Often	Often	Rarely	Very rarely	Never
Fund raising					
Parents (stakeholders) meeting					
Presentation of capitation grants					
Information sharing					

9. In your school, to what extent are the following considered as the main problems/challenges of improving secondary education delivery?

Problem	Very Serious	Serious	Fair	Not serious	Nothing at all
Limited financial resources					
Lack of clear policy guidelines					
Poor learning environment					
Shortage of qualified and skilled teachers especial Mathematics and sciences					
Teacher are unwilling to work in rural areas					

10. In your school, what are common problems affecting the delivery of secondary education?

12. What are possible solutions of those problems/challenges?

Thank you for your cooperation!!!

Appendix D: Interview Guidelines with School director and Woreda Education Officer

Gender: M= _____ F= _____
Qualification: Degree= _____ 2nd degree = _____

1/School board: Numbers of members: M= _____ F= _____ T = _____

2/ How do school operate, links with local/central Government.

3)What difficulties/problems have you experienced in implementing your responsibilities/functions in the whole process of educational decentralization?

4) How do you explain the community involvement in decision making in school management?

5) what are the role and functions of decentralization in academic performances and infrastructure.

6) How well are the schools resourced in terms of Human resources and financially?

7) What roles do community members play in the management of decentralization process at the secondary schools?

8) How are the resources such as facilities, funds, teachers, teaching materials (i) mobilized (ii) allocated (iii) tracked, and (iv) evaluated?

9) Reliability of information: capitation grants, planning and budgeting as well as procurement

10) What are the other problems/challenges of improving secondary education delivery.

11) What are the Possible solution of those challenges?

12) What do you think should be done to improve to the performance the situation: community involvement in decision making and academic performance.

Thank you for your cooperation!!!

Appendix E: Observation Schedule on the Education Decentralization and community participation in Secondary Schools in Selected Buno bedele zone.

The researcher will look for and describe;

A/ Construction activities and people who are involved in these activities.

B/ Furniture availability and arrangement, fencing, school buildings infrastructure.

C/ Items used in teaching/learning process. How they are procured stored and issued.

D/ Searching for problem(s) facing the institution and what is being done about them.

E/ Students notes/exercise books, test results.

F/ Utilities such as electricity, water, toilets, shops, food provision services, health services etc.

G/Time management.

H/Environmental cleanliness and care.

I/Library and library services.

J/Laboratory and its equipment.

K/Education management information system.

L/ Non teaching staff personnel.

M/ Sports and games facilities

N/ Environment and neighborhood.

O/ Teachers/workers houses.

P/Male/female teacher ratios and relationships.

Q/ Visitors' ledger.

R/ Punctuality.

S/Administration of punishments-for what mistakes; how and how often?

T/ Supervision of activities.

U/What takes place in the staffrooms?

V/ Sharing of knowledge on current issues.

W/ Staff meetings.

X/ Discipline Committees.

Y/ Staff/Head of school relationships

Z/ Quality standards of the school buildings? Using the following criteria

I. Very high II. Moderate III. Well constructed IV. Poor V. Very poor