Assessing Managerial Effectiveness of Woreda Education Offices in West Arsi Zone, Oromia National Regional State

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This is to certify that the thesis prepared by Dule Emmi, Entitled: An Assessing Managerial Effectiveness of Woreda Education Office in West Arsi Zone and submitted in partial fulfillment of the requirements for the degree of Master of Arts (Educational Leadership) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The objective of this study was to examine the managerial effectiveness of Woreda Education Office in West Arsi Zone. The study was delimited to 5 Woreda and one Administration Town. The source of data was primary and secondary sources. The primary data was collected from Woreda education heads, team leaders, experts and Zonal head. While, secondary data was collected from documents of Woreda Education Offices that was related to planning, resources and the criteria of assigning and recruiting educational managers. Total of 89 copies of questionnaires was distributed to 22 Woreda Education Officials and 67 experts of Educational Offices. Besides, interview was conducted with Woreda education heads and zonal head. A descriptive survey method was used. The participant's of Woreda education experts were selected by simple random sampling, whereas, the Woreda education officials and Zonal head were selected by availability sampling. As the result of the analysis made the following finding were obtained under managerial functions and availability of resources. More specifically, the majority of respondents were rated poor in common that, preparing short, medium and long term educational plan on the basis of Zonal and Regional level plan, the involvement of stakeholders and gathering detail information during plan preparation and decision making, quality of decision making, the assign of right person at right places, the high turnover, the quality of leadership, recognizing rewarding and commitments of educational leaders, team heads and experts, the availability of qualified and experienced heads and officials in educational planning and management, availability of transport means and other infrastructure and the availability and utilization of financial resources. To this regarded, woreda education offices in West Arsi Zone was poor implementation of educational goal and objective. Therefore, Woreda Education Offices should commitment, motivate in there woke, established good governance and establishe conducive environment in their offices.

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Abbreviations and/ or Acronyms

BESO	Basic Education and Scientific Organization
EdPM	Educational Planning and Management
IIEP	International Institute of Educational planning
MoE	Ministry of Education
NGOs	Non Governmental organizations
OEB	Oromia Education Bureau
SNNPR	Southern Nations Nationalities and Peoples Regions
UNESCO	United Nation Educational Scientific and Cultural Organization.
ZAO	Zonal Agricultural Office

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Management process involves the coordination of resources towards the accomplishment of objectives that require synchronization of people's talent, skill and other efforts. The process of management is an art of carrying out organizational function and tasks through people that involve the application of skills and techniques in human relations, organizing, structuring, communicating and managing change (Ayalew, 1991). Management is also a science because it seeks to systematically understand why and how people work together to accomplish objectives and to make their cooperative systems more useful to mankind (Rao and Narayana, 1990; Ayalew, 1991).

Management is the process of working with people and resources to accomplish organizational goals. It is the process of coordinating and integrating working activities so that they are completed efficiently and effectively with and through other people (Robbins and others, 2000).

Thus, any organization to achieve its goals requires better managerial practice. Therefore, educational settings are organization with groups of people, with ideas and resources working toward common goals. Hence, the issue of effective management of an education system is closely linked with the quantity and quality of managerial works in the various educational management levels.

The nature of managerial works in any organization is, more or less, similar. Regarding to this, Ivancevich and Matteson (1990) state that, the nature of managerial work in any

organization is, to coordinate the work of others by performing four management functions: planning, organizing, controlling and leading. However, exactly how planning or leading is done is largely determined by the type of organization and its environment. In each case, the desired outcome of the educational managers is of paramount importance for the achievement of educational goals and objectives.

In general, it is believed that those who have managerial and leadership responsibilities in educational institutions could claim to be educational professional. These are because of the fact that, professional knowledge, skills and attitudes are likely to have a profound effect on the whole range of tasks undertaken by the leader of the professional organization. Therefore, those with managerial responsibilities at different levels of the educational hierarchies aspire to professional authority as mangers of organizations (Hughes, 1988).

To this end, qualification and professionalism and or training in the field of educational management seems vital. This is to say that, wise and effective leadership and skilled management are essential requirements of the education service in order to make a full contribution to the development of a country and the well being of its people.

According to the policy, the decentralization of educational management along with other changes is believed to be among the solutions to the problems and the basis for the establishment of Regional Education Bureaus, Zonal Education Desk and Woreda Education Offices in the country. That is, the highly centralized system of organization and management has to be changed into a decentralized, democratic and participatory system. This is suggests that, much of what had centrally been undertaken by the

Ministry of Education would devolve to the intermediate and lower levels of educational administration, that is, to the Regional Education Bureaus, and Woreda Education Offices respectively (MoE, 1994).

To this effect, the main task of educational managers is believed to be that of facilitating the teaching learning activities to be effective. Therefore, Woreda Education Offices are in a position to have a direct influence to improving the quality of teaching, encouraging and motivating staff to focus on student learning outcomes has made they are focus of interest by concerned, individuals, groups and the government bodies in general.

Realizing this fact, in the last few years, Ethiopia has made further steps in its decentralization policy, transferring responsibilities and resources for managing basic education from the region to the Woreda level. Managerial effectiveness at the Woreda education level could be affected by many more nations' wide and in some cases region specific variables. For instance, inadequate planning and management capacity at the lower level of the organizational structure is a critical problem in realizing the goals of education especially with regard to primary education. Skills to interpret policies collect and analyses appropriate data and enabling school to take appropriate actions to meet the minimum quality standards defined for the local situation are critically lacking at lower levels of the organizations structures (MoE, 2004).

To do so, there exists a requirement for developing and strengthening the managerial effectiveness of Woreda Education Offices and arrangement of their budget allocation. To this end, it seems urgent that efforts have to be made to assess the managerial effectiveness of Woreda Education Offices in West Arsi Zone.

West Arsi Zone was established in 1998 E.C/2006 G.C constituting areas formerly administered under Bale, Arsi and East Showa Zone. The distance from Addis Ababa up to the zonal capital (Sheshemene) is 250 km. The zone covers part of the south eastern high lands and some parts of Lake Region of the Rift Valley. It is bounded in South and North Western direction by SNNP, in East by Bale and Arsi Zones and in North Eastern direction by East Showa Zone. The total population of the zone is estimated to be about 1,964,838, accounting 7.3 percent of the total population of Oromia (OEB, 2011).

Agriculture is the dominant economic activity in the zone. Sedentary farming is dominantly practiced in the zone. The zone is known for cultivation of cereal crops such as Wheat, Barely, Maize and Teff. Enset is also the dominant activities in Kokosa and Nansebo Woredas. It is known for livestock herding such as Cow, Sheep, Goat, Horse, and Donkey (ZAO, 2011).

The zone is administratively structures into 12 Woredas and one Administration Town. The education administration system is also structured accordingly. In each Woreda and one Administration Town there is one education office that reports to the Zone Education Desk. This gives 3 layers of education management, namely Zonal Education Desk, Woreda/Town Administration Education Office and the Schools.

According to the information obtained from Oromia Education Bureau (OEB, 2011), there are 639 primary schools (1-8), 26 general secondary schools (9-10) and 6 preparatory schools (11-12). Human resources there are 194 Woreda education experts, 639 primary school principals and 237 vice principals, 26 general secondary school

principals and 23 vice principals, 126 cluster supervisors and 13 secondary school supervisors under the West Arsi Education Desk. The gross-enrollment rate of primary schools and secondary schools are 82.1 percent and 20.8 percent respectively. The net enrolment rate of primary schools is 60.95 percent while the net enrolment rate of secondary schools is 7.3 percent.

To this end, improvements have been seen on managerial effectiveness in access to educational services in the zone. However, the Woreda Education Office focus on great problems of managerial functions, availability of resources, equity, growth enrolment rate and net enrolment rate in primary schools and secondary schools in particular since, these problems among other things reflect ineffectiveness of Woreda Education Offices. Therefore, this study was intended to find out assessing the managerial effectiveness of Woreda Education Offices in West Arsi Zone by giving special attention to managerial functions and availability of resources and its utilization and the major factors affecting the managerial effectiveness.

1.2 Statement of the Problem

Management is not an easy task because managers are responsible for establishing and accomplishing the goals and objectives of their organizations. Managing an education system is even more demanding than managing business organizations. Moreover, Management competencies such as knowledge, skills, behavior and attitude are mandatory to be effective in a wide range of management job (Hallinger, 2002)

According to MoE (2002), the duties and responsibilities of the Woreda Education Office included: planning, organizing, assembling resources, communicating, implementing and controlling, budgeting financial, man power management, etc. In their respective Woreda

so as to meet the educational needs at the local community close to them. However, managerial effectiveness in education can be affected by various interrelated problems and challenges since the success of educational managers is a function of such factors as availability of trained personnel, appropriate administrative structure, communication mechanisms, basic structure inputs' etc(USAID,2008)

In order to overcome the problems of managerial effectiveness of Woreda Education Office the numbers of local researches have been conducted on managerial effectiveness of Woreda Education Office. For example, Assafa (2007) was conducted research on the status of managerial practices in Woreda Education Offices in SNNPR. Moreover, Tesfay (2010), conducted research on the managerial effectiveness of Woreda Education Offices in decentralized system of Mejengir Zone.

To this effect, educational office requires continuous follow-up that supported by research in order to overcome the managerial ineffectiveness of Woreda Education Office. Thus, from the theoretical information and the researcher's experience/exposure as Woreda Education Office expert's and supervisor's for the total of 10 years in West Arsi Zone provided good opportunity to observe a wide gap between the theoretical aspect of managerial effectiveness and the actual practice on the ground in the Woreda Education Office of the zone.

To this end, it seems urgent that efforts have to be made to assess the managerial effectiveness of West Arsi Zone Woreda Education Offices, so as to bring them to the right track. This initiated the researcher to conduct the research on assessing the managerial effectiveness of Woreda Education Office in West Arsi Zone.

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess how much effective of Woreda Education Offices in West Arsi Zone in performing their managerial functions and then by so as to draw workable solutions.

1.3.2 Specific Objectives

1. To examine the effectiveness of management system in performing managerial function at Woreda Education Offices in West Arsi Zone.
2. To identify the extent to which major resource are available for the proper implementation of educational programs at Woreda level in West Arsi Zone.
3. To identify the major factors affecting the performance of Woreda Education Office in West Arsi Zone.

1.4 Research questions

The study on assessing managerial effectiveness of Woreda Education Offices in West Arsi Zone aims to answers the following questions so as to full fill the objective of the study.

1. To what extent are the Woreda Education Offices in West Arsi Zone performing their managerial functions?
2. To what extent human, financial and material resource are adequate in Woreda Education Office in West Arsi Zone?
3. What are the major problems that affect the managerial effectiveness of Woreda Education Offices in West Arsi Zone?

1.5 The Significance of the Study

This research is significant for the following reasons:

1. The study may help to provide timely and relevant information for planners and decision maker

2. The study may assist Woreda Educational Office and all stakeholders to establish effective and efficient managerial effectiveness of functional units.

3. The study may indicate ways for proper collection, recording and reporting of educational information.

4. The findings may motivate other researchers to undertake further study

5. The study helps to provide information on assessing the managerial effectiveness and uses the education managers and Zonal education desk as the good inputs.

1.6 Delimitation of the Study

To make it manageable this study was delimited the practices of managerial functions (planning, organization, leading, decision making, staffing, communication, controlling and motivation), resources and which were seen as more crucial and related to managerial effectiveness. However, in this zone there are 12 Woredas and one Administrative Town, out of these, the study was delimited to 5 Woredas and one Administrative Town.

1.7 Limitation of the Study

The study is not totally free of any kind of limitations. Accordingly, the researcher was faced lack of cooperation of some experts and official's to fill in and return the questionnaire. As the result of this, it was difficult to collect all the data according to the schedule set. In addition to this, it cannot be managed data collection and analysis in a

given short period of time. This problems has been solved by the researcher was used more time than previously allocated for data collection and analysis.

1.8 Definition of Key Terms

Managerial Effectiveness: Refers to the level of administrative performance in attaining institutional objectives (Ayalew, 2000).

Management: Can be defined as the organization and mobilization of all human and materials resources in a particular system for the achievement of identified objectives in the system (Adesina, 1990).

Officials: In this study context refers to those heads of Woreda Education Offices including team leaders.

Performance: The execution or accomplishment of an action, operation, or process, undertaken or ordered, the doing of any action work, the quality of this, especially as observable under particular condition (dictionary of education, 1992).

Woreda: Is the lower administrative hierarchy next to the zone consisting of certain number of Kebeles.

Zone: Is an administrative hierarchy next to the region consisting of limited Woredas.

1.9 Organization of the Study

The study was contains five chapters. Chapter one deals with the problem and its approach and chapter two deal with review of related literature. Chapter three, deals with the research design and methodology of the study. Chapter four, deals with data presentation and analysis. Finally, chapter five summarizes the investigation up on bringing for findings obtained, the conclusions drawn and then the recommendations made.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the literature part of the study in relation to the main research title and the basic questions. The major topics are: The overview of management and management functions, concept of managerial effectiveness, managerial skills, management in education organization and condition for managerial effectiveness and managerial effectiveness of Woreda Education Office in Ethiopia. Hence, the researcher feels that the study might be lack of some completeness/ reliability with regard to these constraints.

2.1 Overview of Management and Managerial Functions

2.1.1 Overview of Management

Management is defined differently by different individuals. According to Steers and others (1985), management is a process of planning, organizing, directing, and controlling the activities of employees in comprehension with other organizational resources to accomplish stated organizational goals.

In addition, Dubrin (2003), the term management refers to the process of using organizational resources to achieve organizational objectives through the functions of planning, organizing, staffing, leading and controlling. According to MoE (2005:18), management is "a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals". The term 'activities' in the definition, however, is comprehensive enough to include almost anything that a manager may do.

Consequently, management may be viewed as a special kind of leadership in which the achievement of the organizations goal is vital and managers strive to operate in a situation with optimum performance outcome. The performance of manager and how effectively he/she would operate a situation is related to many variables from an individual to an organization dimension (Page and others, 2003; Hamlin and Serventi, 2008; Bao, 2009). Management decisions are canalled through management and organizational structures. Management structure reflects the division of technical tasks between parts of the system on one hand and between individual on the other hand. Management and organizational structures also establish patterns of coordination between parts of the system on one hand and between individuals on the other hand. Management and organizational structures also establish patterns of coordination between the actors and the patterns are fixed in an organizational rules and procedures that employee and beneficiaries are to expect (Ivancevich and others, 1989).

Routine management activities consist of decisions regarding programming and planning, budgeting and financing, staffing and monitoring the performance of units and individuals. Consequently, effective management requires policies on planning; human resources, resource allocation wage and other materials effectiveness and efficiency are especially crucial aspect of management (Dubrin and Ireland, 1993).

From the above definition of management one can deduce that, management is no single general definitions, it is a managerial activities are mutually supportive and basically the same, that helping the organization in achieving goals by utilizing resource in an efficient and effective ways. Therefore, management is a universal phenomenon, it is very popular

and widely used term and it is one of the most important human activities in any social organization.

2.1.2 Managerial Functions

Management functions describe a manager's actual worth related activities. Although the problems and organizational constraints vary widely, functions performed by managers are nearly the same to this is because management concepts have a universal application to all problem solving situations (Dubrin and Ireland, 1993).

There are no universally accepted clearly stated functions of management. The major basic functions of management are stated differently by different authors. For example, (Adesina, 1990) states that, functions of management are planning, organizing, staffing, evaluating and developing as he describes all other functions would come under those five (5) categories. Similarly, Dubrin and Ireland (1993) also states that, the functional view of managerial work is guided through planning, organizing, coordinating, commanding and controlling functions. The principles of managerial functions stated by Rue (1992) and Koontz and Weihrich (1988), are planning, organizing, staffing, leading and controlling. Since the task of management is to facilitate the organizations effectiveness and long term goal attainment by coordinating and organizing efficiently utilizing available resources (Steers, 1991).

Therefore, proper utilization of managerial function creates the managerial activities that lead to effective goal of managerial effectiveness of educational organization. Thus, the principal managerial functions of educational managers treated in this literature review

are planning, organizing, leading, controlling, decision making, staffing, motivation and communication.

2.1.2.1 Planning

Planning is the key management function of any organization. Because, it is through planning that decisions are translated into systematic programs of action for implementation. According to Chandon (1997), planning is a decision making activity requiring the process of a ascertaining objectives and deciding on objectives to attain these objectives. Conningham (1982,5) has also defined, it as "- - - - selecting and relating knowledge, facts, image assumptions regarding the future for the purpose of visualization and formulation of desired outcome to be achieved, sequential activities necessary to achieve those outcomes and limits on acceptable behavior to be used in their accomplishment."

Planning is the primary function of management. It involves determination of a course of action to achieve desired results/ objectives. It is the starting point of management process and all other functions of management are related to and dependent on planning function. Planning is the key to success, stability and prosperity in business. It acts as a tool for solving the problems of a business unit. Planning plays a pivotal role in business management; it helps to visualize the future problems and keeps management ready with possible solutions (Akrani, 2010).

The manager or management team must understand the planning process to obtain its long and short term goals. One of the major failures of planning is the lack of focus and/or consistency of all or part of the team. In planning, one must develop a clear vision of realistic, credible and obtainable views of the goals. These can be accomplished in

meetings, where employees feel welcomed to suggest ideas and goals, which are based on the shared vision of the group (Jaffe, in Anton 2011).

Moreover, there are problems in educational planning, especially, in Africa Mbamba (1992), identified them as planning by directives and order of politicians, little consideration for technical experts, subjective criteria for appointments to key positions of power, frequent change of top bureaucrats, political statement guide policy, poor coordination of educational programs and project shortage of funds for recurrent expenditure, lack of well trained educational planners and implementers, poor communication and transportation system and poor control mechanism to ensure that scarce educational resources are efficiently used.

Therefore, knowledge of the planning function involves defining the organizations objectives, establishing on over all strategies for achieving these goals and developing comprehensive hierarchy of plans to integrate or coordinate activities. Thus, to make educational organization effective, care to be given to the planning function of management because the functions of organizing, leading, stetting, budgeting etc are only the means of carrying out the decisions of planning.

2.1.2.2 Organization

Organizing is to bring the resources (men, materials, machines, etc.) together and use them properly for achieving the objectives. Organization is a process as well as it is a structure. Organizing is arranging ways and means for the execution of a business plan. It provides suitable administrative structures and facilitates execution of proposed plan. Organizing involves different aspect such as departmentation, span of control, delegation

of authority and establishment of superior-subordinate relationship and provision of mechanism for co-ordination of various business activities (Akrani, 2010).

Organization is assembling and coordinating the human, financial, physical, informational and other resources needed to achieve goals. Activities include attracting people to organization, specifying job responsibilities grouping jobs into work units, marshaling and allocating resources and crating conditions so that people and things work together to achieve maximum success (Bateman and Snell, 1999). An educational manager, for instances, organize many kinds of physical resources in to buildings, furniture and equipment and many ideas and principles into curriculum, time–tables methods and experiments (Mohanty, 1990).

In an organizations including educational institutions should pay due attention for the appropriate organization of their respective systems. A poorly designed institutional structure creates a hurdle environment. Responsibility may duplicate leading to high management costs. People in the organization and tasks may be mismatched, lack of coordination between units may cause conflict a wasteful flaccid which has necessitate costly investment in training programs (Steers and others, 1985).

According to Robbins and others (2000), organizing encompasses organizational structure and design as well as human resource management. Organizational structure is a system of in retreated jobs and authority. Thus, it is a formal decision making framework by which job tasks are divide, grouped and coordinated.

Organization could be structured and managed by adopting either centralized or decentralized method or in combination of the two. Centralized organizations are those in

which the key authority and decision making role is focused on one or a few individuals at the top level. Where as, if authority is distributed to among many managers, then one can seen a decentralized structure (Ivancevich, Donnlley and Gibson, 2005).

As stated by Kummar and Mittal (2001), the function of organizing is primarily concerned with; identifying the tasks that must be performed and grouping there tasks wherever necessary; assigning these tasks to personnel while defining their authority and responsibility; delegating the necessary authority to these employees establishing a relationship between such authority and responsibility and coordinating all those activities.

Recently, many organizations have attempted to strike a balance between the need for worker specialization and the need for worker to have jobs that entail variety and autonomy. Many jobs are now designed based on such principles as job enrichment and team work. Therefore, the entire process of organizing and coordinating the various activities of an educational organization required on understanding of diversified nature of education, human behavior and group dynamics which are integrate parts of the organizational behaviors.

2.1.2.3 Staffing

Staffing is the process of determining human resources needed, recruit potential employees, select form the recruit train and develop the human resources, revise and adjust the quantity and quality of human resources in light of control results and changing conditions and communicate through the staffing process (Rue, 1992).

Staffing is managerial function, involves recruitment, selection, appraisal, remuneration and development of managerial personnel. The need of staffing arises in the initial period

and also from time to time for replacement and also along with the expansion and diversification of business activities. Every business unit needs efficient, stable and cooperative staff for the management of business activities. Manpower is the most important asset of a business unit. In many organizations, manpower planning and development activities are entrusted to personnel manager or human resource development manager. Right man for the right job is the basic principle in staffing (Akrani, 2010).

Staffing ensures that the organization has qualified human resources to meet its objectives. Staffing consists of human resource planning, awareness of equal employment opportunity, pay and benefits, recruitment, selection, placement and orientation, training and development and performance appraisal. Human resources planning should be linked costly to the organizations plan (Dubrin and Ireland, 1993).

The purpose of staffing is to ensure that organization roles are filled by those qualified personnel who are able and willing to occupy the organization. Accordingly to Milkovich and Glueck (1985), the three phase's staff analysis are forecasting human resource demand; analyzing human resource available, designing and evaluating alternative programs to reconcile demand and supply.

Staffing has been affected by external and internal situational level of education, the prevailing attitudes to work, laws and regulations that directly affect staffing and economic conditions. Internal factors include organizational goals, tasks, technology, organizational structure, the kind of people employed by the institution, the reward system and the various kinds of policies (Koontz and Whirich, 1988).

Therefore, educational office give due consideration for the recruitment, selection, orientation and training aspects in order to obtain competent, qualified and effective human resources for the effectiveness of educational activities to implement effectively. Thus, the Woreda Education Offices of West Arisi Zone should give due attention in order to obtain competent, qualified and effective human resources for the organizational goals.

2.1.2.4 Leading

Through there is the consensual among scholars regarding its meaning, many politicians , business men, sociologists and the like, have used the term leading usually (Worku,1999). But all have their own connotations to the concepts depending on the context on which they use it.

However, lading according to many writers, includes energizing and influencing workers so that they understand the pair they play in achievement of organizations goals. For instance, House (2004, 15), defines leadership as "the ability of an individual to influence, motivate and on cable others to contribute toward the effectiveness and success of organizations of which they are members." For him, leadership is the process of influencing others to strive willingly for the organizational objectives.

Leading as a managerial function, deals with guiding and instruction people to do the work in the right manner. Directing/leading is the responsibility of managers at all levels. They have to work as leaders of their subordinates. Clear plans and sound organization set the stage but it requires a manager to direct and lead his men for achieving the objectives. Leading function is quite comprehensive. It involves leading as well as raising the moral of subordinates. It is also involves communicating and motivating. Leadership

is essential on the part of managers for achieving organizational objectives (Akrani, 2010).

However, effectiveness in leadership is often constrained by several factors. These include the amount of management discretion in decision making, the traits and skills of the leader, the flexibility of the leader and control over designed rewards, situational factors and the organization's corporate culture (Steers, 1991). According to him, these constraints could be improved placement, leadership, training, rewarding and appropriated leader behavior, regarding appropriate subordinate behavior and organizational engineering.

An organization has the greatest chance of being successful when all of the employees work toward achieving its goals. Therefore, educational mangers have to be effective leaders in order to bring their offices organizational effectiveness and it is the crucial amount was its effective performance could lead to organizational success and effectiveness. Thus, the Woreda Education Office manager as organizational leaders have to use the appropriate leadership style, strategies and skills based on their particular situation.

2.1.2.5 Controlling

Improvements in educational activities cannot be realized unless programs are monitored, regularly evaluated and reviewed as noted by MoE (1999), the overall purpose of monitoring, review and evaluation in education is to assess whether implementation is proceeding according to the plan i.e. comparing actuarial achievement is to the targets set during the planning phase. According to Wossenu (2008), developmental evaluation is always to explore definitions of 'successes' in teaching and learning. Another aim is to

learn from past implementation to improve performance in the future. Hence, monitoring, reviews and evaluation provide vital support to the future planning and decision making that takes place during program implementation (MoE, 1999).

Controlling is an important function of management. It is necessary in the case of individuals and departments so as to avoid wrong actions and activities. Controlling involves three broad aspects: (a) establishing standards of performance, (b) measuring work in progress and interpreting results achieved and (c) taking corrective actions, if required. Business plans do not give positive results automatically. Managers have to exercise effective control in order to bring success to a business plan. Control is closely linked with other managerial functions. It is rightly treated as the soul of management process. It is true that without planning there will be nothing to control. It is equally true that without control planning will be only an academic exercise, controlling is a continuous activity of a supervisory nature (Akrani, 2010).

According to Certo (in Atnton 2011), there are three type of management control possible: pre-control, concurrent control and feedback control.

Pre-control: Is one that established before the work or duties are performed. The action performed in this type of control are usually sought out to eliminate undesirable work results. This can be done in the form of creating plans, procedures, rules, and strategies to be acted upon to aim at eliminating unanticipated problems. This is the best and the most sought out type of control, also creating a proactive manager.

Concurrent control: This control is used at the time that the problem arises. This sometimes allows the management to make important decisions about how to get back on track in a timely manner. This is not always caused by employee performance, but can be

caused by unexpected equipment malfunction. This can also be defined as a reactive type of control.

Feedback control: The last type of control that takes place after some unit of work has been performed. Managers that use this type of control are usually attempting to take corrective action by looking at the organizational history over a specific period of time. For control to be successful, all individuals involved in the operation of the workforce must have knowledge of how the control process operates.

Therefore, educational managers who have experts and experiences in the field usually learn to use feedback as a bases for taking corrective actions when things are not on the right track and are fundamentals to check whether the desired tasks have been successfully accomplished or not.

2.1.2.6 Decision Making

All managers must make decisions and the quality of these decisions determine the degree of effectiveness. The decisional behavior of managers according to Hanson (1996), play the following roles: Entrepreneur role-Which sets up on the manager as designer and initiator of planned change efforts; Role disturbance handler-Which places emphasis on striving for peace and stability; Resource allocate role- In which the manager decides who gets how much of what and Negotiator role-Of resources tradition to bring about an acceptable solution to the needs individual and the requirements of the organization. Campbell and Corbaly (1983), on their part identified decision making for education leaders to have a sense of the institution or organization and understanding of the problem or situation about which a decision is needed, information sufficient to

permit the design or understanding of available resource and information to support the choice of a course of actions.

Hence, the qualified decision making in an organization, Ivancevrch and Matteson (1990), depends on selecting proper goals and identifying means of achieving them with good integration of behavioral and structural factors, management can increase the probability that high quality decisions will be made.

Therefore, educational managers before making hastily decisions, have to try to collect detailed information on issues that can affect the quality of decisions and involve followers as such as possible depending on the situation. Because, people closest to the work is likely to know the most about solving problems in their areas, involved in decisions concerning those areas. Moreover, they are more motivated if they have some control over their work.

2.1.2.7 Communication

Good communication system provides all the necessary information which enables the manager is to take quality decisions in the proper time. Emphasizing this point that Hersey and others (1998) states that, good communications are the life blood of any enterprise, large or small communication are essential to keep out entire organization functioning at maximum levels and to make the most of our greatest management resources.

As it is coated by Carol and Gibbon (1996), to live effectively is to live with adequate information. Effective communication helps administrators to reach subordinates with instructions, directives, policies and subordinates, tasks performances, problems and

suggestions reach to superiors. Recognizing that communication is two way process, managers should be responsive to feedback and up ward information transfer timely without distorting concepts to be communicated.

Communication (written or oral) is necessary for the exchange of facts, opinions, ideas and information between individual's and departments. In an organization, communication is useful for giving information, guidance and instructions. Managers should be good communicators. They have to use major portion of their time on communication in order to direct, motivate and co-ordinate activities of their subordinates. People think and act collectively through communication (Akrani, 2010).

Hanson (1996), noted managers as they are required to possess informational behavior. Hence, managers play: Nerve center role- The manager is connected with every individual and every issue in the system and sends out those vital pulses that keep it unified and moving; Disseminator role- One of transmitting facts, values and ideas with in and between the organization and its environment and Spokes man role- One of transmitting information to influential outside individuals and groups about the performance, policies and plans.

Therefore, proper communication eliminates delays, misunderstanding, confusion, a distortion, conflicts, improves conditions and control. Hence, good communication helps workers reform their duties without any delay, which leads to the smooth functioning of an organization.

2.1.2.8 Motivation

According to MoE (2006), workers perform better when they are satisfied and the level of performance decreases when teachers and other educational personal are de-motivated. Colin (1994) states, two brands of motivation: 1) Why people behave in the way they do in the work place and 2) How they can be helped to engage in work behaviors which are beneficial to the organization and themselves. At the center of de-motivating factors are income and living conditions on the one hand and issues related to good governance (MoE, 2006). It is further mentioned that issues of good governance included delay in payments of poor supervision and professional support, low regard and social status and lack of transparence.

Motivating is one of managerial function in which a manager motivates his men to give their best to the organization. It means to encourage people to take more interest and initiative in the work assigned. Organizations prosper when the employees are motivated through special efforts including provision of facilities and incentives. Motivation is actually inspiring and encouraging people to work more and contribute more to achieve organizational objectives. It is a psychological process of great significance (Akrani, 2010).

In general motivation is an important and integral aspect of management function, today, it is motivating individuals to pursue collective objectives by satisfying needs and meeting expectations of subordinates and employees with meaningful work and valued rewards. Therefore, educational managers that identifies the needs of subordinates and the situation of the environment in which the organization is functioning so that appropriate motivational strategy is used accordingly. Thus, educational managers should

motivate their subordinates and employees for effective implementation of educational activities.

2.2 Concepts of Managerial Effectiveness

The concept of managerial effectiveness has been defined differently by different scholars; do to its complex nature (Bao, 2009). Organizations need effective and competent managers to be able to reach their objectives efficiently and effectively (Boyatzis, 1982). Organizations need effective and skilled executive to facilitate corporate success in the long run. Moreover, managerial effectiveness is a key component, which enables effectual operation and delivery of complex initiatives (Analoui 1999). Reddin (1974), explicated managerial effectiveness as the degree to which managers achieve the output requirements corresponding to their respective position. Boyatzis (1982), underlined effectiveness as qualities, intrusive abilities or personality strengths of an individual, wshile Mintzberg (1973), defined an effective manager as one who identifies the need to understand the functions and uses the available resources to carry out these managerial functions.

For Bateman and Snell (1999), it is the degree to which the outputs of the organization correspond to the outputs desired by organizations and individuals in the external environment. Similarly, according to Armstrong (2003), managerial effectiveness denotes the extent to which what managers actually do matches what they are supposed to it is about performance, which methods both to what people do (their achievements) and how people do it (their behavior). The measurement of effectiveness and performance therefore compares expectation about achievements and behavior with actual results and behavior.

Since organization and management have quite often moved together, there is sometimes a tendency to consider organizational and managerial effectiveness as synonymous. The two may have a common orientation in the sense that both of them must be seen from the angle of optimization and not maximization otherwise the two are different. Analoui (1999), identified eight parameters to explore the effectiveness of senior managers. These are: 1) managerial perception, 2) the needs of managerial skills, 3) organizational criteria, 4) motivation, 5) the degree of demands and constraints, 6) the nature of inter-organizational relationships, 7) the dominant managerial philosophy and 8) the presence of "choices" and opportunities for effectiveness.

Therefore, there is no absolute measure of managerial effectiveness in educational organizations have aims and objectives. It is important that every manager (employ) knows the purpose of their organization, their job and the work specific objective they meet. Thus, in creating an extraordinary organization with excellent processes is to make sure that you have the right people in the correct management position because, managers are productive, Creative, empowering, skillful and optimistic persons that are full of framework, communication, motivation, excellent planning skills etc.

2.3 Managerial Skills

Performing management functions and achieving competitive advantage are the cornerstones of the manager's job. However, recognizing and understanding this alone does not ensure success (Bateman and Snell 1999). Success in carrying out the managerial functions and roles, to a large extent, depends on the ability to appropriately define and deal with the managerial problems at hand and successfully applying various management skills (Gomez- Mejia, Balkin and Candy, 2005).

To this end effective management skills are of virtual importance to help people and organizations improve their own effectiveness and efficiency (Francis, 2007). Francis further noted that the quality manager and effective management styles can determine the culture of the organizations, the productivity of its staff and ultimately, success or failure. A manager should have the ability to plan direct, supervise, encourage, inspire and coordinate, control/ evaluate and in doing so facilitate action and guide change. Effective management is responsive to context and adaptable in the face of change (Syndey, 2007).

In the same way, with slight differences to the above categorization of the managerial skills, Gomez Mejia, Balkin and Cardy (2005) identified four major categories of skills namely; strategizing skills, task related skills, and people related skills and self awareness skills. Moreover, according to Francis (2007), an effective should have five basic managerial skills, namely, creative problem solving skills, communication skills, conflict management skills, negotiation skills and self awareness and improvement skills.

Chandan (1997), added and modified this clarification, as technical, human, conceptual, diagnostic, communicational and political skills. However, technical, human and conceptual skills are briefly discussed as follows.

2.3.1 Technical Skill

Technical skill refers to the proficiency or ability to use the tools, methods, processes, procedures and techniques of specialized field. The school administer, for instance, needs enough technical skill to be able to accomplish the mechanics of the job he/she is responsible for his duty (Peretomode, 1991).

Technical skill is the ability and knowledge to be able to perform the mechanics of a particular job. Some of the technical skills necessary to manage an environment such as; the ability to gather information, organize, plan, and analyze data and to make schedules (Seward, in Anton, 2011).

Technical skills in education assume an understanding of and proficiency in methods, processes, procedures and techniques of teaching learning activities. Hence, for educational manager technical skill is twofold. First, they should have developed some expertise in the work being done. Second, they involve being able to perform the mechanics of particular job the ability to use the tools, procedures and techniques of special areas of managers (Steers and others 1985).

2.3.2 Human Skill/Interpersonal Skill

Human skills are the manager's job to achieve the organizational objectives through the proper utilization of its human and material resources. However, since the material resources of equipment, capital, facilities, information and so on can only be used by humans. The human resources are the most variable assist of any organizations, particularly in education. Therefore, according to Chandan (1997), a manager must be highly skilled in the art of optimally utilizing the human resources in every walk of life, human skills are necessary for success.

The human skill calls for the ability to select, motivate, work with and focused employees either individually or in groups. As technical skill is primarily concerned with things (process or physical objects), so human skill is primarily concerned with working with people (Ayalew, 1991). This skill is demonstrate in the way the individual perceives his

superior equals and subordinates and the way he/she behaves subsequently. As such it requires considerable self understanding and acceptance as well as appreciation, empathy and an understanding of employee motivation, attitudinal development, group dynamics, human needs, morale and the development of human resources.

Therefore, managers must accomplish much of their work through other people and the coordination of different personnel requires knowledge about the behavior of people, for this, human skill is essential. Thus, human skill refers to the executive's ability to work effectively as a group member and to build cooperative effort with in team he/she heads.

2.3.3 Conceptual Skills

Conceptual skills relates to the ability to integrate and coordinate the organization's activities to see the total picture, how the different parts of the organization fit together and depend on each other and how the change in one part of the organization can cause a change in another part. Hence, the development of conceptual skill relies heavily on a balanced emphasis on administrative theory, organizational and human behavior (Silver, 1983).

According to Peretomode (1991), this involves the school manager's ability to see the organization, example the school community and the educational program as the whole and understand how the varies parts of the organization depend on one whether and how in change in any of them can affect the whole system. This skill is especially crucial for top level executives who must keep the whole system under focus (Chandan, 1997)

2.4 Management in Educational Organization and Condition for Managerial Effectiveness in Education

2.4.1 Management in Educational Organization

Education management is a field of study and practices concerned with the operation of educational organization and it was derived from management principles (Bush and Bell, 2002). However, many authorities argue that the nature of managerial work in any organization is to coordinate the work of others by performing four management functions such as; planning, organizing, leading and controlling (Ivancevich and Matteson, 1990). Through the definition of educational management varies from author to author, the main intent of all seems the same that is getting the job done with and through others to each educational goals. This is to say that, education management has to be centrally concerned with the purpose or aims of education. These purpose or goals provide the crucial sense of direction to under to the management of educational organization.

Similarly, the unique feature of managing education is expressed by Bush and Bell (2002), many chief executives of business companies do not work with as much complexity as educational leaders and that many would find it challenging to run a school. Because everyone; parent, tax payers, legislators, teachers, is considered a stakeholders in the schools, thus, the process of school governance becomes exceedingly complex. Moreover, the education of managerial capacity in the education sector which is part and parcel of the much wider problems of limited national administrative; managerial and analytical capacity; the limited scope and reliability of data the

inadequacies of public administration generally, from which developing counties (Baum, and Tolbert, 1985).

Even though the basic skills and rules that manager's play in their organization is basically similar, educational organizations must be seen separately for its unique institution of service provider in public sector. Different reasons are cited for the special case of educational organization and management and its attributes for the role its plays and the mission it achieves in the society.

Campbell and others, as cited in Ayalew (1991), developed six continue to suggest what may be unique about management in educational organization as:

1) Cruciality to society: Educational institutions are the training ground for the personnel needs of other organizations.

2) Public visibility and sensitivity: Education is relatively more visible to the public and educational issues are more sensitive to many member of the community.

3) Complexity of functions: Educational administrators should primarily deal with teacher, students and other school personnel.

4) Intimacy of necessary relationship: The relationship between teachers and students, students and students, teacher to teachers, etc is so strong and demanding that needs a closer attention and guidance on the part of the educational managers.

5) Staff professionalization: The facts that teachers are considered to be professionals, the most appropriate pattern of authority in an organization started by professionals are collegial authority, where by individuals enjoy autonomous over work and

6) Difficult in appraisal: The changes in knowledge, skills or attitudes, which influence the behavior of students, are not immediately or easily perceptible. It requires

accumulation or evidence from many sources over a period of time to determine sustained changes in behavior educational organizations are established to preserve, develop and enhance the value of the people.

The Ministry of Education (2006) states that:

> *The value of education is essential not only for private individuals but also for the whole society. It is a public good when its outcome benefits people collectively, but also a private good when the benefit are direct to the individual - - -Educational needs to crate cultural and social cohesion among the diverse people of the country.*

Therefore, educational managers must have the skill and knowledge of management that enable them to plan, organize, supervise and monitor the whole educational programs and activities so as to ensure the expectations of the state and the society as a whole.

2.4.2 Condition for Managerial Effectiveness in Education

An education system is said to be effective in skilled, competent managers and personnel, adequate materials, financial resources and others are available at every echelon of the educational structures. Thus, the main attributes that will contribute to the managerial effectiveness are discussed briefly.

2.4.2.1 Leadership

Leadership is the art of inspiring subordinates to perform their duties willingly and competently towards organizational goal attainment Thus, leadership style which the leader manifests in an organization is of paramount important in achieving organizational objectives (Jacabsons, 2002; Ayalew, 1991).

According to Nodell (in Anton 2011), there are three effective leadership styles in which a manage uses authority to lead others.

Autocratic leader: This leadership style that makes decisions without the consulting of others. This may lead to low moral with this bad communications. The democratic leader: This leadership style delegates the authority and evolves the employees in the overall decision making. They are also called the participative management that focuses on sharing the information at all organizational levels. The laissez-faire: This leadership style takes the role of the consultant and encourages the ideas of the employees. No single leadership style work around the clock and defective leaders must adapt their leadership style to current organization circumstances.

Therefore, the effectiveness of a quality manager, he or she must be able to coach and mentor the skills at which they possess to their employees. They focus on helping all members perform at their best and involve taking the time to meet with their employees, while offering them suggestion and encouragement. Thus, the Woreda Education Office managers as organizational leaders have to use the appropriate leadership style.

2.4.2.2 Availability of Resources

Resources are important assists which are needed in every sphere of organizational activities. They are the means of performing or accomplishing activities and are the major tools with out which goal achievement of an organization is unthinkable. According to Barnett (1996), all organizations have five different kinds of resources to work with; people, equipment, materials, money and time. Durbin and others (1989), on the other had classified resources in different ways, with the perspective of various disciplines (in

Tadesse, 2005). For convenience, let as describe the major ones, human, material and financial resources.

A) Human Resources: All organizational activities are performed through human beings. It is true that, human resources are more important than physical and financial resources. It is the people that spell the difference between successful and unsuccessful, productive and unproductive organizations. While physical and financial resources are necessary, they can become productive only in conjunction with people (BESO II, 2006).

Human resources are critical variables in attainment of organizational objectives. Educational organization to achieve these objectives, they have to be staffed with effective and official managers and adequate staff. Managers are basically recognized as human beings serving in positional with a wide variety of titles such as head , supervision, team loader, division head, a demonstration, vice-precedent and so on (Schermerborn, 1993).

To this effect, unless managerial and other positional of an organization (supervisor, administrative and service personnel, technical and maintenance workers, teaching and non- teaching staff, etc) are filled with skilled manpower, that is with appropriate and the right mix or skill at the right place, achieving the intended objectives of educational organizational will be a good exercise. So the management capacity needs to be raised to a level where it can mobilize resources, respond to various requests and handle challenges effectively (Sack and Mahieddine, 1997). However, one of the major problems of education in our country is the incompatibility between managerial position requirements, skills and abilities of officials assigned there.

This implies that, recruiting, selecting, orienting and placing employees in jobs may not bring success by itself. In most cases, there may be gap between employee knowledge and skills and what the job demand. This gap must be filled through training and other employees' development programs. To this effect, unless management and other positions of an organization are filled with skilled manpower, that is, with appropriated and the right mix of skills at the right place, achieving the intended objectives of educational organization will be a futile exercise. Accordingly, the Woreda Education Office effectively achieved their objectives, have to create a mechanism for training and development their employees in order to make them cope up with the over changing knowledge and skills in their work environment.

B) Financial Resources: Money is the cornerstone for need fulfillment of both individual person or organizational goals and objectives. All other requirements of an organization can be fulfilled of enough budgetary requirements are realized. According to the Ministry of Education, the Ethiopian government has identified strategies to expand the source of financing education. These are prioritization, diversification of resources, community participation and private investment, cost sharing and devolution of financial management (MoE, 2004).

Even though it is difficult to rank the importance of resources of organizations, finance is always considered as the blood stream of any organization, without which other activities could not be carried out. In this regard, Jimenez and Tan (in Girmay, 1998) argue that, decentralization would achieve little unless there is substantial strengthening of the fiscal capacity of the decentralized levels. Adequacy and availability of finance is of paramount

importance in fulfilling all other resources (humans and materials), which are crucial for better managerial performance.

Thus, it is the business of educational managers to effectively identify, coordinate and implement the financial resources of the system so as to fulfill the financial requirements of the activities towards the achievement of goals and objectives effectively. Therefore, the expansion of educational systems, implementation of Woreda education activities and provision of quality education in schools are depending on the availability of financial resource.

C) Material Resources: Material resources for an education system as classified by Mbamba (1992) includes:

a) Software items: Items those are renewable over time such as textbook, films, computer programs, etc. b) Hard ware items: Items lasting for longer periods such as television, overhead projector etc. c) Recurrent budget: Payment of salaries or equipment, building, maintenance etc (this will be treated under financial resources).

d) Consumables: Items devoted for immediate use which require immediate replacement such as chalk, stationary materials etc. e) Durable (non consumables): Items serving for relatively longer periods such as equipment, furniture etc.

Availability of each item is thus, crucial for the attainment of educational goals and for the smooth functioning of educational organizations. For instance, in order to ensure quality education, students should have quality textbooks and other instructional materials in sufficient quantity (as of the standards). There have to be adequate workshop and laboratory materials, equipments and other available educational materials resources (MoE, 2002).

However, since availability of material resources are determined by the financial capacity of the education system. The demand for materials resources and other supporting facilities have also been considered as the standing problems in implementing educational programs in counties like Ethiopia. According to Abdu (2005), in implementing decentralized educational management, particularly developing necessary facilities and appropriate material resources are very important. In this connection, need identification, family allocation and distribution, together with effective and efficient utilization of available materials requires strong technical and managerial capacity at all level of educational echelons. Moreover, the instructional materials such as textbooks, maps, globs, laboratory equipments, furniture and other facilities are the critical resources in Woredas and Schools and their proper utilization should due attention by Woreda education and principals to its management.

Despite its various benefits, however, management activities are complex and to run educational organizations effectively and efficiently availability of adequate resources which are always scarce, the support of all involved in educational activities from the higher ministry officials to the community required as important conditions for managerial effectiveness. Therefore, the availability of adequate material resources was various benefits for implementing educational activities to turn educational organization efficiently and effectively.

2.4.2.3 Commitment of Stakeholders

The value of education is essentially not only for private but also for the whole society. It is a public good when its outcome benefits people collectively and private good when the benefits are direct to the individual. For this reason, it needs to be coordinated centrally

and administrated locally (MoE, 2006). Education is a concern of every citizen for its utility is social as well as individual in nature.

Decentralization is a highly political issue and the extent of political will and support for it strongly influences the effectiveness of the reform (Gaynor, 1998). Therefore, particularly its countries like Ethiopia following a decentralized education system, commitment is essential from both the higher bodies to directly support the decentralized units in planning, financing and implements programmed as well as those in the decentralized units to accept added responsibility, exercise authority and take initiative (Girmay, 1998).

Hence, creating conducive environment and making the implementers believe and accept the program as their own activity will in hence, their commitment in implementing plans. Moreover, the degree of support of critical interest group of a paramount importance in favoring managerial effectiveness (Abdu, 2005). For instance, when looking at issues from the implementer's point of view. It is recognized that, resources alone are no guarantee for the quality of teaching and learning much depends up on the commitment of pupils and standard of longer term outcomes. Much depends up on the commitment of pupils and the support of their parents and the community at large (Thomas and Martine, 1996).

Therefore, all stakeholders, like planers and implementers, national levels, management bodies, community members, other governmental and non-governmental organizations should be committed to involve and coordinate for the successfully implementation of educational goals.

2.4.2.4 Organizational Culture

Organizations whether big or small, business or educational, have their own unique culture. According to Owens (1987), organizational culture is the body of solutions to external and internal problems that has worked consistently for a group and that is therefore taught to new members as the correct way to perceive, think about and feel in relation to those problems. Thus, it is the study of the well springs from which the values and characteristics of an organization a rise. According to Morgan (1997), organizational culture focuses on the values and benefit of member of organization and shared sense making are all different ways describing culture.

Organizational culture encompasses both the managerial function and the organizational characteristics management is both the cause of and a part of organizational culture. The existing culture of any organization reflects past and present managerial planning, organizing, leading and controlling activities (Ivancevich and Matteson, 1990). This concept implies that organizational culture could affect the effectiveness of an organization either positively or negatively.

Culture can work for an organization by creating an environment which is conductive to performance improvement and the management of change. It can work against an organization by creating barriers which prevent the attainment of corporate strategies. These barriers include resistance to change and lack of commitment (Armstrong, 1999b).Therefore, leaders according to Bush (1998), have the main responsibility for generating and sustaining culture, communicating core values and beliefs both within the organization and to external stakeholder. Hence, organizational cultures are contingent on what the organization is there to do and on environmental situation. To this effect,

appropriate organizational culture becomes an important factor for effectiveness of educational managers to create for the establishment of good and attractive organization.

2.4.2.5 Organizational Structure

Organizational structures are the frame work for getting work done. To work effectively in organizational managers must have a clear understanding of organizational structure. Viewing an organization chart on a piece of paper or framed on a wall, one seems only a configuration of positions, job duties and lines of authority among the parts of an organization. However, organizational structure can be for more complex than that and - - - - Is the formal pattern of activities and interrelation ships among the various sub units of the organization (Ivancevich and Matteson, 1990). Therefore, an organization survives and functions productively when all sub units work together.

That is, well planned structures are required for achieving organizations goals through better utilization of resources. For Chandan (1999), a good organizational structure is needed. So that, each individual in the organization is assigned a role, responsibility and necessarily authority. Each person who is assigned to an activity must know this position; his role and his relationship with others the activities of all individuals are coordinated and integrated in to a common pattern in order to achieve the organizational objectives and the optimum use of human skill and effort is achieved. It is said that half of the work is done when you know what you have to do and how you have to do it.

To this end, since structure exists primarily as an instruments device and not as an end in it self. Careful consideration has to be given when designing it so as to bring about the intended goals of the organization.

2.5 Managerial Effectiveness of Woreda Education Office in Ethiopia

The decentralization reforms which started some eight years ago and have transferred important responsibilities to the Woreda offices exercise their responsibilities, with support from regional offices, with an overall framework developed at federal level (MoE 2010). In Ethiopia, to handle the capacity building programs, the ministry of capacity building (Regional Bureau State and Woreda level Offices) and education and training boards (at Woreda and Keble levels) are the key institutions introduced as part of devolution policy and strategy (Watson, 2005).

Programs to improve management capacities need to be accompany by legal instruments to clarity the rights, duties and responsibilities of all parts including government, organs, citizens, communities, institutions etc. As a result, an education act shall be developed and promulgated to ensure the implementation of policies and section programs, the enforcement of standard and the identification of responsibilities of all relevant actors (MoE, 2010).

As it has been indicated in the policy document of MoE (2002), Woredas are how become responsible for planning and managing basic education. However, according to the study conducted by IIEP (2005), many Woredas have not yet fully assumed their responsibilities to plan and manage educational activities because of varied reasons. For instance, Woredas are not organized or staffed with the required personnel staff working at the Woreda level tends to be former teachers. To this effect, Woredas are characterized by high level of vacancies and frequently staff turnover. Similarly, Mulugeta (2002), noted that at the Woreda level there is a shortage of educational facilitates, lack of qualified teaching staff which has become more common in primary (second cycle) and

high schools. Moreover, lack of competent managers, planners, administrators, programmers, etc is reported as major or bottlenecks. Another report conducted by IIEP (2005), also depicted the in –depth challenges of Woredas with respect to their management capabilities to effectively practice the decentralized management system, that is problems related to; planning, decision-making, organizing, staffing, communicating, motivating and /controlling various educational programs when saying:

> *- - - Capacity at Woreda level remain weak for sometimes given the limited supply of trained and capable human resources nationally, versus the likely demand level as the Woreda decentralization programs is rolled out, - - - Operationally, budgetary, capacity - - - In many surveyed Woredas, for instance, experts requiring field visits, are not provided with adequate office supplies or logistical support. Institutional instability caused by frequent changes in organizational structures is also another factor that negatively affects personal as they find themselves working for jobs for which they are not properly qualified.*

On the top of this, due to the lack of proper training and development programs educational activities of various Woreda level officials and experts are facing different problems in effecting managerial function. Besides, as concluded by Mulugeta (2002), even if educational authorities are committed to implementing policy (program), there is not enough delegated authority.

In generally, according to UNESCO (2008) states that, the challenges for educational planning and management in Ethiopia at different levels are as follows.

1. The high turnover of educational planners and managers

Staff turnover is a key challenge for educational planning and management in Ethiopia, as it contributes to the lack of institutional memory in planning positions. Another consequence is a sense that the training programs undertaken so far are wasted, as the planners where trained often leave for other positions, frequently outside the education sector.

2. The lack of skills among educational planners and managers

Overall, many educational planers and managers are limited technical skills in planning and management. One consequence is that the most qualified planners and mangers are given a range work load to counter the problems of other planner and manager lack of skill. For instance, at the Woreda level, planners lack competencies in data collection and analysis, projection and simulation. The poor system for the management of financial resources at the Woreda level also requires competencies in preparing a budget and planning ahead of time to ensure the necessary supplies and equipment for schools are delivered before the beginning of the school year.

3. Educational planning and management is given less importance in some locations

In several cases, people without the required qualifications in this area are recruited to this position. In some Woredas, planning and management activities are carried out by any officer appointed by the office head to collect data, whether or not this person has been tainted and is competent to do so.

4. Educational planner and manager do not always have on adequate profile for the post

As emphasized in the report, educational planners and managers do not always have an adequate profile for the post. There are several potential reasons for this, such as the lack of qualified professionals in some locations and the appointment of officers without due attention to their technical profile.

5. The appointment of office heads does not always take into consideration their professional qualifications and experience in education

Another problem is related to the fact that the appointment of heads of offices does not always take into consideration their professional qualifications and experience in education. People without knowledge of the education sector are appointed to the head of the Regional Educational Bureau or Woreda Education Office.

6. The difficult management of the poor system of finance

Almost all the planners at the Woreda level complained about delays in the procurement of educational materials and supplies due to non-adaptation of the poor system's rules to that needed for many education operational activities, while the education sector represents the most important component of the budget managed by the poor at the Woreda level.

7. The poor working environment: As emphasized in the report, many planners do not have enough resources to implement their tasks (transport, equipment or other material resources). This problem is particularly evident at the Woreda level.

8. Demand by the beneficiaries and users of education services for quality plans and management their implementation in the Regions and Woredas

The work of educational planners and managers is assessed and appreciated. Most of the international development partners are supportive in requesting good plans and management at all levels of the system so that their contribution to education development leads to sustainable achievement in the sector.

Therefore, Woredas being the administrative unit close to the communities their role in governance and management of education shall be strengthened through the decentralization process that is already underway. Moreover, responsibilities in operational planning, budget allocation and budget control shall be developed to the Woredas to manage the primary and secondary education their by making them more responsive to the needs of the communities and at the same time held of accountable to deliver desired services efficiently and effectively (MoE, 2002).

In generally, management is a universal phenomenon, it is very popular and widely used term and it is one of the most important human activities in any social organization. The proper utilization of managerial function creates the managerial activities that lead to effective goal of managerial effectiveness of educational organization. The principal managerial functions of educational managers are planning, organizing, leading, controlling, decision making, staffing, motivation and communication. There is no effective absolute managerial effectiveness in educational organizations have aims and objective. It is important that every manager knows the purpose of their organization, their job and the work specific objective they meet. Managerial skills among other things, is a necessary pre-requisite for managers of all type, for the effective and efficient

attainment of organizational goals. So, the managerial skills are technical skills, human skills, conceptual skills, communicative skills, political skill and Diagnostic skill. Educational managers must have been skill and knowledge of management about the whole of educational programs and activities, so as to ensure the expectations of the government and society as the whole. Education system is said to be effective in skilled, competent managers and personnel, adequate managerial, financial resources and other we available at every echelon of the educational structures. The main conditions for managerial effectiveness in education are leadership, availability of resources, and commitment of stakeholders, organizational culture and organizational structure.

Therefore, the political bodies at Woreda level, as well the population at large, must be the ones to require quality management from the officers in charge of the education of their children. Thus, Woreda Education Office give due attention for the capacity development of management based on skill, attitude, knowledge, share experience, workshop and training, etc budget allocation for the successful implementation of organizational performance in order to overcome the problem of the managerial effectiveness in this sector, because without capacity there is no development.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is how much effective of woreda Education Offices in West Arsi Zone in performing their managerial functions and then by draw workable solutions.

3.1 Research Design

A descriptive survey was employed to study assessing the managerial effectiveness of Woreda Education Offices in West Arsi Zone because it is an important design to describe the existing situation and also enable to assess the opinion of large sample size. It is believed to be help full to get broad description of the managerial practices of Woreda Education Offices with respect to the basic managerial functions and general rules and responsibilities on which the basis for important can be made. In addition, according to Keeves (1990), descriptive survey research is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exists such as current condition, practices, situations or any phenomena. Particularly, descriptive survey research is one which is commonly used in educational research and it is fit to get details of data from respondents.

3.2 Source of Data

To maximize the acceptance of the research output, the data of the study was obtained from both primary and secondary sources. Therefore, the primary sources were collected from Woreda education heads, team leaders, experts and zonal education head, while, the secondary sources of data was obtained from documenters that related to the managerial effectiveness of Woreda Education Offices.

3.3Sample and Sampling Techniques

The entire west Arse Zone in Oromia National Regional State was considered as the study area. The sampling techniques administered for this study was simple random sampling and availability. In this zone there are 12 Woredas and one Administration Town, out of these 5 Woredas and one Administration Town (46%) were selected for the study by using simple random sampling technique because simple random sampling technique ensures equal chance of being including the sample, consume time and manage large population within a short period of time. The selected Wordas were Dodola, Adaba, Gadeb Asassa, Kokosa, Dodola Administration Town and Kofale.

Regarding the respondents in selected Woredas and Administration Town, there are 24 Woreda education team heads and 80 Woreda education experts, out of these, 68 (85 %) Woreda education experts were selected by using simple random sampling techniques. With regard to Woreda education officials, 24 team heads (department heads), 6 heads of Woreda Education Office and one head of Zonal Education Desk of West Arsi Zone were selected in the study by using availability sampling techniques because their numbers are easily manageable for a researcher's. All together out of 111, 99(90%) respondents were included in the study.

Table 3.1: The Summary of Population Size and Selected Sample Size

No	Woreda	Population size of selected woreda				Selected sample size				Remarks
		Woreda Experts	Woreda team heads	Woreda heads	Zonal head	Woreda experts	Woreda team heads	Woreda heads	Zonal head	
1.	Adaba	13	4	1	-	11	4	1	-	
2.	Gedab Asassa	14	4	1	-	12	4	1	-	
3.	Kokosa	13	4	1	-	11	4	1	-	
4.	Dodola	13	4	1	-	11	4	1	-	
5.	Dodola Administration Town	13	4	1	-	11	4	1	-	
6.	Kofale	14	4	1	-	12	4	1	-	
7.	Zone	-	-	-	1	-	-	-	1	
	Total	**80**	**24**	**6**	**1**	**68**	**24**	**6**	**1**	

Source: Population size from Oromia Education Bureau (OEB, 2011)

3.4 Data Gathering Instruments

The research instruments employed for data collection mainly questionnaire and interview were used. In addition, document analysis was used as supplementary data collection tool.

3.4.1 Questionnaires

In order to make a better and relevant data, the questionnaires were composed of both close and open ended items. The questionnaires were mainly concerned on assessing the managerial effectiveness of Woreda Educational Office and provided for Woreda education experts and team leaders. The reason for the selection of questionnaire as a data gathering tools is because it is the appropriate instrument to obtain variety of

opinions within a short period of time from a large population and also helps respondents to express their opinion \views freely.

Closed ended questions to undertake close ended questions, simple choices, multiple tick boxes, subjects were invited to rank choices by order of preference or complete a likert scale the responses were given in the form of a 5 points scale. For example, in this study there were likert scale items which are relevant to managerial effectiveness and the respondents indicate their degree agreement or disagreement on five point scale. However, Open-ended questions are those questions that were soliciting additional information from inquire and provide the respondents a freedom to express his or her feeling about the research problems.

3.4.2 Interview

Interview questions were prepared for the Zonal education department head and Woreda education heads of West Arsi Zone. This is to support, enrich and to make cross-checking and gather detail information from the respondents of feeling, attitude and opinions.

3.4.3 Document Analysis

Necessary documents and reports were reviewed in order to get the relevant information with regard to managerial effectiveness. In addition to this, relevant documents and reports were analyzed to get relevant data.

3.5 Pilot-Test

Once the questionnaires were prepared, pilot-testing of the instruments were made in Sheshemene Woreda Education Office to test the questionnaires before they were administered in to a final participant of the study. The pilot test was conducted on 10 respondents (5 experts and 4 team heads and one Woreda education heads). That is a pilot test was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information. Therefore, the the

researcher to avoid errors that was related to clarity of language, ideas and contents, and to include some left of out ideas.

3.6 Procedure of Data Collection

Firstly, the researcher contacted with WestArsi Woreda Education heads in order to inform the objectives of the study and then to get accurate information regarding their population. Secondly, the officials and the Woreda education experts of the respective sampled Woredas were communicated to assign someone who can help the researcher for data collection. Thirdly, the interview prepared in English was translated in Afan Oromo in order to conduct with Woreda education heads and Zonal departments head. Fourthly, the questionnaire prepared in Afan Oromo was distributed to the samples of the study. Besides, the relevant documents were analyzed in Woreda Education Offices. Finally, the interview was completed and s the researcher re-arranges what would have collected and use for the research activity.

3.7 Method of Data Analysis

The obtained data from the field through data collection instruments were checked, classified, arranged, organized, analyzed and interpreted according to their characteristics. Besides, the qualitative data which was gathered through open ended questions and interview was transcribed and summarized using narration to the main interpretation.

In order to analyze and interpret the raw data, the different tools were selected and used. The measure of different statistical tools such as average mean and weighted mean value, standard deviation and t-test were employed to find out average values against each item score by including all the number of observations in the categorized items and depending

on the research questions and specific nature of the data were collected. The reason to select this statistical tool is probably the most suitable measure to describe the extent of managerial effectiveness of Woreda education and used to get the degree of the perception of respondents of the performance of Woreda Education Office with respect to each actuality. A t-test for independent sample was used to check for the difference in the mean values of the perceptions of the two groups of (team leaders and experts) respondents.

The mean values were interpreted as: 1.00-1.49=very poor; 1.50-2.49= poor; 2.50-3.49= moderate; 3.50-4.49= good; 4.50-5.00= very good. In the same manner, 1.00-1.49=very low; 1.50-2.49=low; 2.50-3.49=medium; 3.50-4.49=high; 4.50-5.00=very high. Moreover, when interpreting the response as on major problems, the mean values were interpreted as: 1.00-1.49= the least serious; 1.50-2.49= less serious; 2.50-3.49= moderate; 3.50-4.49= serious and 4.50-5.00= the most serious problem. In addition, narration for the qualitative data was also utilized. Based on the result of the analysis interpretation and necessary elaborations were made to clarify the issue under the study.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section of the thesis deals with the presentation, analysis and interpretation of the data gathered through questionnaires, an interview and document source consists of two parts. The first part is concerned with the characteristics of the respondents and the second part deals with the presentation, analysis and interpretation of data gathered through questionnaire, interview and document analysis on assessing the managerial effectiveness of Woreda Education Offices in West Arsi Zone.

4.1 Characteristics of Respondents

The data of the study was gathered from Zonal education head, Woreda education heads, officials and experts to get relevant and dependable information, the selection of the sample representatives was based their management positions and share of responsibility they have influencing the performance of Woreda Education Offices in the process of achieving educational goals at Woreda level.

From the sake of data presentation and analysis, the respondents from Woreda education officials / team heads/ were categorized under the same group, on the other hand, the respondents from Woreda education experts were treated under the same group of managerial practices in their respective Woredas.

A total of 92 copies of questionnaires were distributed to sample respondents of which 24 were for Woreda education team heads and 68 for Woreda education experts. Of these questionnaires 89 (96.74 %) were filled and returned. That is 67 (98.53%) from education experts and 22 (91.67 %) from Woreda education team heads /officials/ were filled in and returned. Moreover, to support the data obtained through questionnaire interview was

conducted with heads of Woreda education heads and zonal head. Document analysis was also made to obtain possible data relevant to the study. Thus, the analysis was made on the basis of the information obtained from questionnaires, interviews and document analysis presented in table, organized and interpreted.

Table 4.1: Distribution of Respondents by Sex, Age, qualifications, Field of specialization and Years of services

Descriptions	Respondents characteristics	Respondents					
		Woreda education Team heads /officials /		Woreda Education experts		Total	
		Number	%	Number	%	Number	%
Sex	a/ male	22	100	53	79.10	75	84.27
	b/ Female	-	-	14	20.89	14	15.73
Age	a/ 20-25 years	-	-	6	8.96	6	6.74
	b/ 26-30years	4	18.18	12	17.91	18	20.22
	c/ 31-35 years	6	27.27	24	35.82	30	33.71
	d/ 36-40 years	8	36.36	21	31.34	29	32.58
	e/ 41 and above	4	18.18	4	5.97	8	8.99
Educational Qualification	Diploma	12	54.55	45	67.16	57	64.04
	Degree	10	45.45	22	32.84	32	32.01
Field of Specialization	Ed PM	6	27.27	14	28.89	20	22.47
	Pedagogy	3	13.67	9	13.43	22	24.72
	Subject Specialist	11	50	33	49.25	44	49.44
	d/ Others	2	9.09	11	16.42	13	14.61
The Year of Services in the Current Position	a/ 5 years and below	2	9.09	6	8.96	8	8.99
	b/-10	6	27.27	22	32.84	18	20.22
	c/ 11-15	4	18.18	18	26.87	22	24.72
	d/ 16-20	9	40.91	11	16.42	30	33.71
	e/ 21 and above	1	4.54	10	14.92	11	12.36
The Year of Services in other Position	a/ 5 years and below	5	22.27	11	16.42	16	17.98
	b/6-10	12	54.55	13	19.40	25	28.09
	c/11-15	3	13.67	18	26.87	21	23.59
	d/ 16-20	2	9.09	14	20.89	16	17.98
	e/ 21 and above	-	-	11	16.42	11	12.36

As can be seen from Table 4.1, all of the respondents from Woreda education team heads were males, while, 53 (79.11%) of the respondents from Woreda education experts were males and 14 (20.89%) of the respondents were females. Totally, 75 (84.27 %) of the

respondents from Woreda education team heads and experts were male and 14 (15.73%) of the respondents were females. This is the clear indication that, the involvement of females in the management (team heads) of Woreda education offices was null.

With regard to age distribution of the respondents one can seen from Table one above, the age distribution of respondents reveals that, the majority of Woreda education experts and team heads were 30 (33.71%) fall within age category of 31-35 years, while in the good proportion of educational experts and team heads 29 (32.58%) fall within the age category of 36-40 years. In addition 6 (6.74%), 18 (20.22 %) and 8 (8.99 %) of Woreda education experts and team heads fall within age category of 20-25, 26-30 and 41 and above years respectively. From this one can possibly infer that, there was nearly equal number of respondents representing in different age group and matured enough to give responses for questionnaire provided.

With regard to educational qualification and field of specialization the majority of Woreda education experts and team heads were included in 57 (65.04%) and 44 (49.44%) respectively. As indicated in the Table that, the majority 69 (77.53%) of the Woreda education officials and experts were field of specialization with no appropriate training in educational planning and management.

In the case of work experience the same Table revealed that, the majority of Woreda education experts and team heads in work experience were served years of 16-20 in the current positions and 25 (28.09%) of Woreda education experts and team heads and service years of 6-10 in other positions . In addition, the service years of 5 years and below, 6-10, 11-15 and 21 and above years in the current positions were 8 (8.99%), 18

(20.22%), 22 (24.72%) and 11 (12.36%) respectively. While, the service year of 5 years and below, 11-15, 16-20 and 21 and above years in other positions were 16 (17.98%), 21 (23.59%), 16 (17.98%) and 11 (12.36 %) respectively. Thus, it can be inferred from the above data and sources (documents) that are not properly qualified for the positions they occupy by educational planning and management.

4.2 The Managerial Effectiveness of Woreda Education Offices in Performing their Managerial Functions.

4.2.1 The Status of Planning Function

The planning function is the cornerstone of activity of management. It is determine an organization, objectives and establish the appropriate strategies for achieving those objectives. It is through planning that manager outline what the organization must do to be successful. So, effective planning is a necessary condition to bring about the desired results in organizations.

As indicated in Table 4.2 below, six performance areas (indicators) of planning function and the intention was to examine the effectiveness of planning in the sampled Woredas. To this reason, the Woreda education team heads (officials) and experts were asked to forward their views on the performance effectiveness of planning functions.

Table 4.2: Views of Respondents on the Status of planning functions

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
1.	Preparing short, medium and long term plans on the Woreda on the bases of the Regional and Zonal education level	4	9	5	3	1	2.45	9	33	21	4	-	2.30	2.34
2.	Specifying the educational goal to be achieved at the Woreda levels	3	9	6	3	1	2.55	7	25	26	9	-	2.55	2.55
3.	Resources (both material and financial) allocated to the process of plan preparation and implementation	3	11	5	2	1	2.41	13	27	19	5	3	2.37	2.38
4	The habit of gathering detail information before plan preparation and analysis of the previous plan	4	10	5	3	-	2.32	8	28	23	7	1	2.48	2.44
5	Checklist mechanisms were used for plan implementation	2	8	7	5	-	2.68	6	27	24	10	-	2.57	2.60
6	Participation of all concerned bodies during plan preparations	2	12	5	3	-	2.41	7	34	21	6	-	2.36	2.37
	Average mean scores						2.47						2.44	
	Slandered deviation	0.37												
	t-test values	0.347												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

Woreda level education plans are expected to be prepared in line with the overall goals and objectives of the national, regional and zonal level educational plan and programs. It is through this understanding that, the first item in the same Table was identified and presented to the respondents. Accordingly, the effectiveness of the performance of Woreda Education Offices in relation to preparing short, medium and long term plans on the Woreda on the basis of the regional and zonal education level was rated below 2.5 by the two groups of respondents. That is the preparing short, medium and long term plans

on the Woreda on the basis of the regional and zonal education level was found to be poor with the mean value of 2.46 and 2.30 respectively.

As revealed from item 3 in the same Table asks the extent to which both material and financial resources were allocated to the process of plan preparation and implementation. Accordingly, the mean scores of respondents were rated 2.41 by Woreda education officials and 2.37 by the experts. Therefore, one can deduce that, the plan preparation process in Woreda Education Offices was affected due to inadequate provision of material and financial resources.

Information is the key ingredient in decision making and educational planners at different levels of educational systems are required to gather and manage different kinds of information in order to support sound decision making. Moreover, planning is a collective process. To the large extent, it needs the inputs of an involved in the process of implementation involving the major stakeholders. Thus, develops a sense of ownership and acting accordingly. However, item 4 and 6 in the same Table clearly depicted that, the habit of gathering detailed information before plan preparation and analysis of previous plan and participation of all concerned bodies during plan preparation were also rated poor with the weighted mean of 2.44 and 2.37 by the Woreda education officials and experts respectively.

Accordingly, the mean scores of performance item 2 and 5 were rated moderate by the both groups of respondents with the mean scores above 2.5. This indicate that, the specifying the educational goals to be achieved at the Woreda education levels and the checklist mechanisms were used in the process of plan implementation were carried out moderately according to the views of two respondents with the mean value of 2.55.

Moreover, interviews were forwarded for the heads of Woreda Education Offices and Zonal head, concerning the performance effectiveness of planning function in Woreda Education Offices. According to them, though there have been relative performance of planning function at Woreda level, but there were problems on preparing over ambitious plans without considering the financial resources capacity of the Worda at large; high turnover of experts and officials trained in the areas of planning; low commitment, low information flow and inadequate material resources.

Further statistical analysis was used to test significant difference between the two mean responses. Thus, t-test at 5% level of significance shows that the calculated t-value 0.347 is less than the t-test table value or critical value 1.987. This indicates that, there was no significant difference between the two respondents.

In general, the overall analyses of the responses of respondent's show that, the effectiveness of planning function at Woreda Education Offices was poor. Specifically, specifying the educational goals to be achieved at the Woreda levels and checklist mechanism is used for the implementation of plan was rated moderate. Whereas, preparing short, medium and long term plans on the Woreda on the basis of the regional and zonal level, availability of inadequate materials and financial resources allocated to the process of plan preparation and implementation, the habit of gathering detailed information before plan preparation and analysis of previous plan and participation of all concerned bodies during plan preparation by the Woreda Education Offices were rated poor.

4.2.2 The Status of Decision Making Function

Decision making is a central responsibility of the educational managers. Educational managers at Woreda: level for instance, are expected to provide quality decisions on various issues. In so doing, they are expected to involve the various stakeholders for the quality of decisions making, otherwise the decision they made may not bring about the desired result.

Accordingly, Table 4.3 below, 4 performance indicators of decision making functions were provided to the respondents to rate the level of managerial effectiveness of Woreda Education Office in performing this decision making activities.

Table 4.3: Views of Respondents on the Status of Decision Making

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Providing quality decision on pedagogical, administrative and policy issue	5	7	6	3	1	2.45	7	36	18	5	1	2.36	2.38
2.	Existence of participatory decision making process	4	8	7	3	-	2.41	7	35	25	4	-	2.45	2.44
3.	Existence on non biased during decision making process	2	8	10	2	-	2.55	4	37	19	5	2	2.46	2.48
	Average mean scores						2.47						2.42	
	Standard deviation	0.40												
	t- test values	0.498												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49 =moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

To this regard, item 1 that is in providing quality decision on pedagogical, administrative and policy issues were found to be poor with the mean value of 2.45 and 2.38 by Wordea

education officials and experts respectively. Clearly speaking, participatory decision making is an indication of the professional quality managers and a means of building a positive atmosphere in the work environment. However, item 2 revealed that the existence of participatory decision making process was rated poor with the mean scores of 2.41 by the Woreda education officials and 2.45 by the experts.

With regarded to item 3 revealed that, the existence of none biased during decision making process was rated moderate by Woreda education officials with the mean value of 2.55 and poorly rated by experts with the mean value of 2.48.There fore, the overall analysis of the existence on non biased during decision making was rated poor with the weighed mean value of 2.48

To check the presence of significant differences in the responses the mean scores were used in calculating at t-test for independent samples. Accordingly, the result of the calculated t-test value at 5% significance level is 0.498, which is less than the t-table value of1.987. This implies that, there was no significance difference between the responses of the two groups of respondents.

In general, the overall analysis of decision making was rated poor. Specifically, providing quality decision on pedagogical, administrative and policy issue and existence of participatory decision making process were rated poor, whereas, the existence of none biased during decision making process were rated moderate. Obviously this is indicated that, the quality of decision making is the serious problem on the managerial effectiveness of Woreda Education Office in West Arsi Zone.

4.2.3 The Status of Organization Function

Organizing function provides direction for achieving the planning efforts. Thus, the organizing function takes the tasks that identified during planning and assigns them to individuals and groups within the organization. So that, objectives set by planning can be achieved. So, effective and efficient organizing is important in order to turn plans into actions.

Table 4.4: Views of Respondents on the Status of Organizing Functions

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Clarity of job description (who will do what)	4	6	9	3	-	2.50	7	26	27	7	-	2.51	2.66
2.	Fairness of responsibilities distributed to each position	2	7	9	2	2	2.77	3	29	23	12	-	2.66	2.69
3.	Sufficiency of authority delegated in each position	5	8	5	3	1	2.41	3	37	21	6	-	2.45	2.44
4	Organizing workshops and seminars on educational committees at Worda level	4	10	5	3	-	2.32	6	35	18	7	1	2.43	2.40
5	Facilitating conditions to staff communities to share experiences among each other	2	8	10	2	-	2.55	7	24	29	7	-	2.54	2.54
6	All the parts of the Woreda Education Offices are filled with the right and qualified man power	6	9	5	2	-	2.14	9	33	15	8	2	2.42	2.35
	Average mean scores						2.45						2.50	
	Standard Deviation	0.79												
	t-test values	-0.487												

Key: **From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good**

WM=Weighted mean

Under organizing functions, thus, a number of sub functions were identified and presented to the respondents as shown on Table 4.4 to express their opinions on each item by rating their level of performance of Woreda Education Offices. In relations to this, the mean scores of both groups of respondents for item 1, 2 and 5 were above 2.5. This indicates that, the clarity of job description (who will do what), fairness of responsibility distributed to each position and facilitating conditions to staff communities to share experienced among each other were moderately undertaken as part of organizing function in Woreda Education Offices.

However, with regard to item 3, that is sufficiency of authority delegated in each position was rated below 2.5 by the two respondents. This indicated that, the sufficiency of authority delegated in each position was found to be poor with the mean values of 2.41 by the respondents of Woreda education officials and 2.45 by the Woreda education experts. Moreover, item 4 and 6 was revealed that, the organizing workshops and seminars on educational committees at Woreda education official and all the parts of the Woreda Education Offices are filled with the right and qualified manpower were also found to be poor on the eyes of two respondents of Woreda Education Offices with the weighted mean of 2.40 and 2.35 in the same order.

Besides, further statistical analysis was used to test whether there was significance difference between the two responses, the mach scores were used in calculating a t-test for independent samples. The test for difference between the two means should that 5% levels of significance t- calculated value -0.487, which is less than the t-table value of 1.987. This implies that, there was no significance difference between the responses of the two groups of respondents.

In general, the purpose of organizing function is to make the bases use of organization resources to achieve organizational goals. However, sufficiency of authority delegated in each poison, organizing workshops and seminars on educational and committees at Woreda level and all the parts of the Woreda Education Offices are filled with right and qualified manpower were found to be rated poor by the two groups of respondents with weighed mean below 2.5. Whereas, clarity of job description, fairness of responsibilities distributed to each position and facilitating conditions to staff communities to share experiences among each other were found to be moderate by the two groups of respondents with the weighted mean above 2.5.

4.2.4 The Status of Staffing Function

The staffing function consists of recruiting, training and development of staff and it can contribute to the organized effort. So, it is a critical activity in order for educational organizations to run smoothly and after effective instructional program. However, experience has shown that findings qualified candidates to fill vacancies in Woreda Education Offices are ongoing challenge in most Woredas. In light of this, concerning staffing functions were identified and asked to the respondents to forward their opinion on the performance of Woreda Education Offices in carryout these staffing functions.

Table4.5: Views of Respondents on the Status of Staffing Functions

No	Items	Views of respondents												
		Rating Scales												
		Woreda Education Officials No=22					Mean	Woreda Education Experts No=67					mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1	Appointing qualified and experienced principals and supervisors to schools	7	8	5	2	-	2.09	8	30	21	8	-	2.43	2.35
2	Assigning or recruiting qualified and experienced heads and experts to Woreda Education Offices	4	9	6	2	1	2.41	5	36	17	7	2	2.48	2.46
3	Provision of various benefits to workers without bias	5	8	7	2	-	2.27	6	35	18	7	1	2.43	2.39
4	The ability to maintain staff and employees moral	4	6	7	4	1	2.64	5	25	29	8	-	2.6o	2.61
	Average mean values						2.35						2.49	
	Standard deviation	0.53												
	t-test values	-1.102												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

Accordingly, as it can be seen from Table 4.5 above, the average mean scores for item1 was rated below 2.5.That is, the appointing qualified principals and supervisors to schools was found to be poor with the mean values of 2.09 and 2.43 by the Woreda education officials and experts respectively. Moreover, item 2 and 3 indicated that, assigning or recruiting qualified and experienced heads and experts to Woreda Education

Offices and provision of various benefits to workers without bias were also found to be poor with the weighted mean of 2.44 and 2.39 by the Woreda education officials and experts in the same order. From the same Table item 4 stated that, the availability to maintain staff and employees morale was rated above 2.5 by the two respondents. This indicated that, the availability to maintain staff and employees morale was found to be moderate with weighted mean of 2.61 by the two groups of respondents.

Moreover, the interview was made for Woreda education heads and Zonal desk in terms of staffing functions and related issues. According to them, the assigning and or recruiting Woreda education heads, principals and supervisors were the serious problem for the managerial effectiveness of Woreda Education Office. The selection criteria of the above mentioned were political appointment/member of the governed party and the adequate knowledge of regional language without consideration of capacity, commitment, experience and qualification.

Further, statistical analysis was made to test whether there is significant difference between the mean responses of the two groups. Accordingly, t-test at 5% level of significance shows that the calculated t-value -1.102 is less than a t-table value 1.987. This implies that, there is no significance difference between the mean values of responses of the two groups of respondents.

In general, the analysis of the staffing function was appointing qualified and experienced principals, supervisors experts, team heads and heads of Woreda Education Offices and provision of various benefits to workers without bias were found to be poor. Whereas, the availability of maintain staff and employ morale was found to be moderate. This is the fact that, as depicted in Table 4.1 above, the majority of educational experts and officials

were diploma holders and very low educational background in planning and management just assigned from schools. Therefore, the overall analysis of staffing functions was not effectively carried out at Woreda level in the area under study.

4.2.5 The Status of Communication Function

Communication is vitally important in every aspect of managerial functions, especially, it need to establish and disseminate goals of an organization, develop plans for their achievement, organize human and efficient way, select and develop and appraise members of the organization leads direct, motivate and create a climate in which people want to contribute and control performance. So without effective communication, it is hard to reach the intended targets. That is, it is through effective communication that managers support individual and team achievements by creating guidelines for accomplishing tasks and for the career advancement of team members.

Table 4.6: Views of Respondent on the Status of Communication Functions

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Disseminating of information on timely to staff members schools and zonal levels	-	7	9	4	2	3.05	-	28	29	6	4	2.79	2.85
2.	Clearly of reporting system designed	6	8	5	3	-	2.23	13	29	17	7	1	2.31	2.29
3.	The relation between educational experts and heads	-	10	9	2	1	2.73	2	25	28	10	2	2.78	2.76
	The average mean values						2.67						2.63	
	Standard Deviation	0.52												
	t-test values	0.296												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

Accordingly, the responses by Woreda education officials and experts were presented on Table 4.6 for the sake of analysis. As can be seen item 1 and 3 from the above Table was indicated that, disseminating of information on timely to staff members, Schools and Zonal level and the relation between educational experts and heads were rated above 2.5 by both groups of respondents. That is, the performance of Woreda Education Office, in communication function with respect to disseminating of information on timely to staff members, schools and zonal level and the relation between educational heads and experts were found to be moderate with the weighted means of 2.85 and 2.76 respectively. With regard to item 2 in the same Table, clearly of reporting system designed of the Wordea Education Office was rated poor with mean values of 2.23 by Woreda education officials and 2.28 by the Woreda education experts.

In this, regard a statistical t-test at 5% level of significance should that t-calculated value 0.296 is less than a t-table value 1.987. This implies that, there is no significance difference between the mean values of responses of the two groups of respondents.

Therefore, it can be said that, the performance of Woreda Education Offices with respect to disseminating of information on timely to staff members, schools and zonal level and the relation between educational experts and heads were rated moderate, whereas, clearly reporting system designed to Woreda Education Office was rated poor. This is indicates that, the overall analysis of management functions of communication that have been performed in Woreda Education Offices were rated in a better level of performance.

4.2.6 The Status of Motivation Function

Motivating is an important and integral aspect of management function today. Getting people to perform at the highest level is a big challenge for every manger. So to bring

them to use their maximum potential for the achievement of organizational, constantly motivating employees is crucial. Accordingly, some indicators of assess the extent to which such functions were carried out by the Woreda Education Offices in West Arsi Zone.

Table 4.7 Views of Respondents on the Status of Motivation Functions

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Understanding and satisfying the (subordinates/staff, teachers, principals communities etc)	4	10	8	-	-	2.18	14	30	16	7	-	2.24	2.22
2.	Recognizing and rewarding performance of allocated organizations and educational professionals	5	8	6	3	-	2.32	15	31	14	7	-	2.19	2.22
3.	Level of initiation and commitment approach among leaders and experts	6	7	5	4	-	2.32	16	30	13	8	-	2.19	2.22
	Average mean values						2.27						2.21	
	Standard deviation	0.46												
	t-test values	0.495												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

As can be seen from Table 2.7 in item 1 above, the effort of Woreda Education Offices with respect to understanding and satisfying the needs of others (subordinates/staff, teachers, principals, communities etc) was rated below 2.5 by the two respondents. That is, the understanding and satisfying the needs of others were found to be poor with the mean value of 2.18 by the Woreda education officials and 2.24 by the experts.

Similarly, the items 2 and 3 in the same Table reveals that, recognizing and rewarding performance of associations, organizations and educational professionals and level of initiation and leaders and experts were also rated poor with the mean values of 2.22 by the Woreda education officials and experts. However, employees expect their compensation and rewards to be commensurate with the value they believe they bring to the educational offices, recognition of their contribution are vital.

Moreover, to check whether there is a difference between the average mean values of the two groups of respondents, the t-test was used. Accordingly, the t- calculated 0.495 at 5% significant level is less than the t- table value 1.987. This reveals that, there is no significance difference between the opinions of the two groups of respondents in judging the effectiveness of motivating functions at Wreda Education Offices.

In general, the analysis of the responses of the respondents revealed that, the effectiveness of motivating function in relation to understanding and satisfying the needs of others, recognizing and rewarding performance of associations, organizations and educational professionals and level of initiation and commitment approach among leaders and experts were found to be poor. Therefore, the effectiveness of motivation function was rated poor by the responses of two groups of respondents.

4.2.7 The Status of Controlling Function

Controlling is one of the key management tools that lead towards better organizational performance. It facilitates to get better performance and regulate the efforts of the employee's feedback; monitoring and evaluation are some of the major methods of controlling. It is through feedback that the management obtain information on what has been happening plan implementation process in order to take corrective actions were

necessary. At the same time, how well the organization is achieving its goals is assessed through monitoring and evaluation.

Table 4.8: Views of Respondents on the Status of Controlling Functions

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Strengthening continuous educational supervision at Woreda level	-	11	7	3	1	2.73	3	28	31	3	2	2.60	2.63
2.	Feedback mechanisms used	2	12	6	2	-	2.36	6	33	21	6	1	2.45	2.43
3.	Frequently, monitoring and evaluating the activities of its staff	4	10	5	3	-	2.32	7	33	23	4	-	2.36	2.35
4.	Clearly evaluated the performance of staff according to their job	3	11	4	4	-	2.41	10	35	-	19	3	2.55	2.52
	Average mean values						2.45						2.49	
	Standard deviation	0.47												
	t-test values	-0.254												

Key: From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good

WM=Weighted mean

Accordingly, some indicators of controlling functions were identified to assess the extent to which such functions that carried out by Woreda Education Offices. Based on this, the item 1 in Table 4.8 asks on strengthening continuous educational supervision at Woreda level was rated above 2.5 by both respondents. This is indicated that, strengthening continuous educational supervision at Woreda level was found to be moderate with mean value of 2.73 by the Woreda education officials and 2.60 by the experts of Woreda Education Offices.

With regard to item 2 in the same Table revealed that, the feedback mechanisms used by the Woreda Education Office was found to be poor with the mean value of 2.36 by the

Woreda education officials and 2.45 by experts. Moreover, item 4 indicated that, frequently monitoring and evaluating the activities of its staff was also rated poor with the mean values of 2.36 by officials and 2.45 by experts. However item 3 revealed that, frequently, monitoring and evaluating the activities of its staff was found to be poor with the mean values of 2.41 by Woreda education officials' and moderate by experts with the mean values of 2.55.Therefore, the overall analysis of the responses of two groups of respondents of item 4 was moderate with the mean values of 2.52.

Concerning the difference in average mean responses between the two groups of respondents, the t-test was calculated to check whether significance differences exist. Accordingly, the t- calculated-0.254 is less than that of t-table value 1.987 at 5% level significance. Thus, there is statistically no significance deference between the perceptions of two respondents

In general, the overall analysis of responses of two respondents of Woreda Education Offices in performing controlling function was rated poor. Specifically, moderate in the performance of strengthening continuous educational supervision at Woreda education level and clearly evaluated the performance of staff according to their job. Whereas, the feedback mechanisms were used and frequently monitoring and evaluating the activity of its staff was found to be poor. Thus, the managerial effectiveness of Woreda Education Offices in terms of controlling function was relatively poor level of performance.

4.2.8 The Status of Leading Function

Leadership is considered as an important aspect of management functions. Without effective leadership it is difficult to reach the desired goals. Therefore, essential that management skills must be complimented by those of leadership for sustained success

and ready adoption of change. It is from this general perspective that leaders in today's decentralized educational management system of Ethiopia, for instance, are expected to pusses a range of leadership capabilities or competencies so as to effect managerial practices at grass root level successfully effective leader have clear vision to have a common and shared values and direction in performing their functions.

Table 4.9: Views of Respondents on the Status of Leading Function

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	The ability to listen and contribute to the work of the team	3	8	6	4	1	2.64	6	25	30	5	1	2.55	2.57
2.	Existence of managerial qualities (readiness, flexibility, openness, and creativity etc) in Woreda educational offices	6	8	7	1	-	2.14	8	34	19	6	-	2.34	2.29
3.	The ability to make working condition suitable for employees	3	7	8	3	1	2.64	-	35	26	6		2.57	2.58
4.	Woreda education experts and officials have been the knowledge about rules, regulations, constitutions, laws, guidelines and etc.	3	9	7	2	1	2.50	-	30	33	4	-	2.61	2.58
5.	Managing change effectively so as to achieve long term educational goals	7	6	7	2	-	2.18	9	28	28	2	-	2.34	2.30
6.	Having conflict resolution skills	5	10	7		-	2.09	9	31	24	3	-	2.31	2.26
	Average mean values						2.37						2.46	
	Slandered deviation	0.27												
	t-test values	-1.323												

Key: **From 1.00-1.49 =very poor, 1.50-2.49= poor, 2.50-3.49=moderate, 3.50-4.49= good 4.50-5.00=very good**

WM=Weighted mean

. In light of this, Table 4.9 was designed to identify the views of the respondents regarding the performance effectiveness of leading function in Woreda Education

Offices. The ability to listen and contribute to the work of the team is the area which indicates presence of good leadership where by those subordinates involved in team work are assumed to be motivated and initiated towards better performance. In this respect, the first item in Table 4.9 treats that, the ability to listen and contribute to the work of team was rated above 2.5 by the two groups of respondents. This is indicated that, the ability to listen and contribute to the work of the team was found to be moderate with mean value of 2.64 by the Woreda education officials and 2.55 by the experts. Moreover, items 3 and 4 treated that, the ability to make working condition suitable for employees and Woreda education experts and officials have been the knowledge about rules, regulations, constitutions, laws and guidelines were found to be moderate with weighted mean of 2.58 by the respondents of Woreda education officials and experts.

With regard to item 2 in the same Tables revealed that, the existence of managerial qualities (readiness, flexibility, openness and creativity) in Woreda Educational Offices was rated below 2.5 by the responses two respondents. That is, the existence of managerial qualities in Woreda education official was found to be poor with the mean value of 2.14 by the Woreda education officials and 2.34 by experts. Moreover, with regard to item 5 and 6 stated that, managing change effectively so as to achieve long term educational goals and having conflict resolution skills were found to be poor with the weighted mean of 2.30 and 2.26 respectively.

In order to check whether differences exist between the responses of the two categories of respondents, further statistical analysis was done. Accordingly, the t-calculated -1.323 is less than at 5% level of significance of t-table value 1.987. This reveals that, there is no

significance difference between the opinions of the two groups of respondents in judging the effectiveness of leading functions at Wreda Education Offices.

In general, the analysis of the responses of respondents show that, the ability to listen and contribute to the work of team, the ability to make working condition suitable for employees and the Woreda education experts and officials have been the knowledge about rules, regulations constitutions, laws and guidelines were found to be moderate. Whereas, the existence of managerial qualities, managing change effectively so as to achieve long term educational goals and having conflict resolution skills were found to be poor. This is indicated that, the performance of managerial effectiveness in terms of leading function was poor by the responses of both respondents of educational offices.

4.3 The Adequacy of Resources in Woreda Education Offices.

4.3.1 The Availability of Human Resources

Effective educational management basically requires the availability of human resource. Effective managerial skills and competencies are inevitably important for the success of educational management at Woreda level. That is, human resources are critical elements for the attainment of educational goals.

As can be seen from Table 4.10 below, some resources are related indicators were identified and presented for analysis. To this effect, Woreda Education Offices to manage educational activities effectively have to be staffed with appropriate and the mix of educational official and experts. Moreover, since successful management result from maturity on the job experience is also matters. This entails that, availability of both qualified and experienced educational managers are in need of present the decentralized

reforms to be practiced at Woreda level effectively.

Table 4.10: Views of Respondents on the Availability of Human Resources

No	Items	Views of respondents												
		Rating Scales												
		Woreda Education Officials(team heads) No=22					Mean	Woreda Education Experts No=67					mean	Wm
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1	Availability of experienced educational heads and experts in educational offices	2	13	5	2	-	2.32	5	37	18	7	-	2.40	2.38
2	Availability of qualified experts and officials in educational planning and management	4	11	7	-	-	2.14	10	35	19	3	-	2.22	2.20
3	Availability of human resources	-	10	8	2	2	2.82	-	32	30	3	2	2.63	2.63
	Average mean values						2.42						2.42	
	Standard deviation	0.44												
	t-test values	0.060												

Key: **From 1.00-1.49 =very low, 1.50-2.49= low, 2.50-3.49=medium, 3.50-4.49= high 4.50-5.00=very high, WM=Weighted mean**

To this regard, item 1 in Table 4.10 revealed that, the availability of experienced educational heads and experts in educational office was rated below 2.5 by the two groups of respondents. This is indicated that, the availability of experienced Woreda education heads and experts were found to be poor with mean score of 2.32 and 2.40 by the Woreda education officials and experts respectively. Whereas, item 2 in the same Table indicated that, the availability of qualified experts and officials in educational

planning and management were also found to be poor with the mean score of 2.14 by the Woreda education officials and 2.32 by the experts.

However, with regard to item 3 reveals that, the availability of human resources in educational office was rated above 2.5 by the both respondents. This was indicated that, the availability of human resources in Woreda Education Office was found to be moderate with the mean value of 2.82 by the Woreda education officials and 2.63 by the experts.

Moreover, concerning the availability of human resources issues interview was made with the heads of Woreda education and zonal head. According to them, the availability of human resources were adequate, however, the availability of qualified experts and officials in educational planning and management, the inadequate experienced experts and officials ,the lack of commitment, the high turnover of experts and officials were the main problems that affecting the managerial effectiveness of Woreda Education Offices in terms of human resources.

To check whether their availability of human resources, a significant difference between the mean scores of the responses of the two groups of respondents a t-test was administered. Accordingly, the t- calculated 0.060 is less than at5% level of significance of table value1.987. Thus, there is statistically no significance deference between the perceptions of two groups of respondents

In general, the analysis of human resources of Woreda Education Offices in west Arsi zone, the availability of experienced and qualified Woreda educational heads and experts and availability of qualified experts and heads in Woreda Education Offices in planning

and management were rated poor. However, the availability of human resource was found to be moderate, this is in terms of the availability of human resource in educational organization. Therefore, the overall analysis of human resources was rated poor by the responses of two respondents.

4.3.2 The Availability of Material Resources

With regard to material resources some questions raised below in Table 4.11 were some of the resources in the availability of material resources in the sampled Woreda Education Offices.

Table 4.11: Views of Respondents on the Adequacy of the Availability of Material Resources

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Availability of transport means (cars, motorcycles, cycles etc) in your Woreda Education Office	3	12	7	-	-	2.18	13	31	15	8	-	2.27	2.25
2.	Availability of computers, fax, telephone services, photocopy machine	2	12	6	2	-	2.36	9	29	23	5	1	2.40	2.39
3.	Availability of stationary materials	2	8	10	2	-	2.55	3	33	24	7	-	2.52	2.53
4.	Effectiveness and efficiency in utilization of material resources	4	7	8	2	1	2.50	3	34	16	14	-	2.61	2.58
	Average means						2.40						2.45	
	Standard deviation	0.37												
	t- test values	-0.561												

Key: From 1.00-1.49 =very low, 1.50-2.49= low, 2.50-3.49=medium, 3.50-4.49= high 4.50-5.00=very high WM=Weighted mean

Accordingly, in item 1 in the same Table revealed that, the availability of transport means (vicles, motorcycles and cycles) in Woreda Education Office were rated below 2.5 by the two groups of respondents. That is, the availability of transport means was found to be low with the mean score of 2.18 and 2.27 by the Woreda education officials and experts respectively. Moreover, item 2 revealed that, the availability of computer fax, telephone services, photocopy machine etc were also found to be low with the mean values of 2.36 by the Woreda education officials and 2.40 by the Woreda education experts. With regard to item 3 and 4 the availability of stationary materials and effectiveness and efficiency in utilization of material resources were rated above 2.5 by the two respondents. This is indicated that, the availability of stationary materials and effectiveness and efficiency in utilization of material resources were found to be fair /moderate/ with the weighted mean of 2.53 and 2.58 by the two groups of respondents respectively.

Moreover, concerning material resources and related issues, interview was made with the heads of Woreda Education Offices and Zonal head. According to them, the availability of material resources were the series problems to run the activities of Woreda Education Offices, particularly the availability of car, motorcycle, computer, photocopy machine, fax and motor cycles were low. This is due to the lack of budget and the less attention given by concerned bodies. As the result of this educational management at Woreda level might not be effective in achieving intended objectives. This is because of the very reason that, without developing the necessary facilities and appropriate material resources at Woreda Education Offices, there is no way of thinking about managerial effectiveness in education offices.

To check whether there availability of material resources a significant difference between the mean scores of the responses of the two groups of respondents a t-test was administered. Accordingly, the result of the calculated t-value at 5% significance level is -0.561 which is less than the t-table value of 1.987. Thus, there is statistically no significance deference between the perceptions of two groups of respondents.

In general, the analysis of material resource such as the availability of transport means (cars, motorcycles and cycles) and the availability of computer, fax photocopy machine, furniture's and equipments were found to be low. However, the availability of stationary materials and the effectiveness and efficiency in utilization of material resources was found to be moderate (faire) by the Woreda education officials and experts. To this end, the overall analysis of inadequacy of material resources was found to be critical challenges to effectively carrying out managerial functions at Woreda revel.

4.3.3 The Availability of Financial Resources

Without the availability of financial resources, it is unthinkable to take about the managerial effectiveness. That is, the availability of all other resources (human, material and the like) is one way and another is dependent upon the availability of financial resources. However, developing countries with serious economic problems and low financial bases cannot satisfy the demand for Woredas as long as responsibility of financing education it's left for the governments of these countries.

Table 4.12: the View of the Respondents on the Availability of Financial Resources

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Adequacy of budget allocated for your Woreda Education Offices	7	9	4	2	-	2.05	14	31	17	5	-	2.19	2.16
2.	Availability of budget equally utilized by all experts according without bias	4	10	6	2	-	2.27	9	31	23	4	-	2.33	2.31
3.	Timely availability of allocated budget to your office	2	8	9	2	1	2.64	4	27	31	5	-	2.55	2.57
	Average mean values						2.32						2.36	
	Standard deviation	0.48												
	t-test values	-0.361												

Key: From 1.00-1.49 =very low, 1.50-2.49= low, 2.50-3.49=medium, 3.50-4.49= high 4.50-5.00=very high WM=Weighted mean

In regard to item 1 in Table 4.12 revealed that, the adequacy of budget allocated for your Woredas Education Offices were rated below 2.5 by the two respondents. In this respect, the adequacy of budget allocated for your Woreda Education Offices was rated low with the mean value of 2.05 and 2.19 by the Woreda education officials and experts respectively. Moreover, item 2 in the same Table revealed that, the availability of budget equally utilized by all experts according without bias was also rated low with the mean value of 2.47 by officials and 2.33 by experts. However, item 3 indicated that, the timely availability of allocated budget to Woreda Education Offices was found to be moderate (fair) with the mean value of 2.64 by the Woreda education officials and 2.55 by experts.

Concerning budget and related issues interview was made with the heads of Woreda education heads and zonal head. According to them, the availability of allocated budget to Woreda Education Offices was low. The responsibility of budget allocation of Woreda

education offices were Woreda Council (Woreda Mikirbet). Thus, the budget management was more decentralized to the Woreda level and allocation of adequate budget to Woreda Education Offices mainly depends on the value and priority given to the sector. However, frequently seen problem was that the Woreda Councils given less attention given to the education sector and the budget allocated to the Woreda Education Offices, except for salary has been inadequate. From this, the one concluded that, the allocation of budget for Woreda Education Offices depend on the perception of Woreda Cabinet with no consideration of the given criteria set for budget allocation to.

To cheek whether there exists a significant difference between the mean scores of the responses of the two respondents, t-test was administration. Thus, t-calculated values -0.361 at 5% level of significance is less than the t-critical value1.987. This implies that, there is no significant difference in between the mean values of responses of the two groups of respondents.

To this end, the adequacy of budget and equally utilized the allocated budget for all Woreda education officials and expert were the serious problems for the managerial effectiveness of Woreda Education Offices in West Aris Zone. However, the timely availability of allocated budget to Woreda Education Office was the less serious problem according to the two groups of respondents.

4.4 The major Factors Affecting the Managerial Effectiveness of Woreda Education Offices in West Arsi Zone

Obviously, managing education at Woreda level particularly in countries like Ethiopia, with weak effectiveness are potentially constrained by a dozen of obstacles. Therefore, from the Table 4.13 simple 9 items assumed the major potential challenges of Woreda

Education Offices to effectively carryout their managerial activities were identified and presented for analysis.

Table 4.13: Views of Respondents on Major Factors Affecting the Managerial Effectiveness of Woreda Education Offices

No	Items	Views of Respondents												
		Rating Scales												
		Wreda Education officials (Team heads) No=22					Mean	Woreda education experts No=67					Mean	WM
		1	2	3	4	5		1	2	3	4	5		
		N	N	N	N	N		N	N	N	N	N		
1.	Local governments are not cooperative with the when assistance is needed to the Woreda Education Offices	-	3	5	8	6	3.77	-	9	26	18	14	3.55	3.61
2.	low work collaboration among community schools and your Woreda Education Offices	5	8	7	2	-	2.27	14	29	21	3	-	2.19	2.21
3.	Absence of community involvement in educational activity	3	10	8	1	-	2.32	18	30	15	4	-	2.07	2.13
4.	Lack of infra structure (transport, furniture, computer, duplicating paper, postal and others	-	2	6	10	4	3.73	-	8	18	31	10	3.64	3.66
5.	Poor working environment	-	-	10	9	3	3.68	-	-	37	15	15	3.67	3.67
6.	Lack of financial resources	-	-	10	8	4	3.73	-	5	18	29	15	3.81	3.79
7.	The high turnover of educational heads and experts	-	2	9	7	4	3.59	-	3	28	25	11	3.66	3.64
8.	Lack of commitment among educational managers	-	2	8	8	4	3.65	-	8	23	27	9	3.55	3.57
9.	Lack of assign and recruitment of right person at right job	-	-	11	10	1	3.55	-	6	24	23	14	3.67	3.64
	Average mean values						3.34						3.45	
	Standard deviation	0.38												
	t-test	-0.356												

Key: from 1.00-1.49 = the least serious, 1.50-2.49 = less serious, 2.50-3.49 = moderate, 3.50-4.49= serious 4.50-5.00=the most serious. WM=Weighted mean

To this effect, the respondents from Woreda education officials and experts were asked to forward their views on the major factors that influence managerial effectiveness of

Woreda Education Office. Accordingly, as indicated in item 1 in Table 4.13 above, problem with respect to local governance are not cooperative with the when their assistance in needed to the Woreda Education Office was serious problem with average mean score of 3.77 and 3.55 by the respondents from Woreda education officials and experts respectively. With regard to item 4, in the same Table, lake of infrastructure, that is lack of transport systems, postal services, computer, fax, duplicating paper and others were the serious problem with the mean value of 3.73 by the respondents of educational officials and 3.64 by experts. Moreover, according to item 7 and 9, the high turnover of educational heads and experts and the lack of assign and recruitment of right person at right job were also more serious problems with the weighted mean of 3.64 by the two respondents. Accordingly, item 6 reveled that, lack of financial resources' was the serious problems in the study area with the mean values of 3.73 and 3.81 by the Woreda education officials and experts respectively.

Moreever, item 5, in the same Table stated that, the poor working environment was the serious problem that affects the managerial effectiveness of the Woreda Education Offices in West Arsi Zone with the mean value of 3.68 by the Woreda education officials and 3.67 by the experts of Educational Office. Moreover, item 8, that is the lack of commitment among educational managers were considered as another serious problem for the managerial effectiveness of Woreda Education Offices with the mean value of 3.65 by Woreda education officials and 3.55 by experts.

To promote some kind of reform particularly educational reform needs the collective effort of all concerned bodies like; Community, schools, Woreda Education Offices, government and non government organization, interest group and community

involvement in education are found to be indispensable to get their full-heartedly involvement in education are better to get the required level of community involvement in education. In this respect, item 2 and 3 was indicated that, low work collaboration among community, schools and Woreda Education Offices and the absence of community involvement in educational activities were the less serious problems with weighed mean of 2.21 and 2.13 by the two groups of respondents.

Moreover, according to the interview made with the heads of Woreda education heads and zonal education head in terms of the major problems of managerial effectiveness of Woreda Education Offices. According to them, the major factors affecting the managerial effectiveness of Woreda Education Offices were lack of the background of educational planning and management, capacity, experience, good governance, the high turnover among officials and experts, inadequate infrastructure and financial resources etc. Obliviously, these serious problems affect the managerial effectiveness of Woreda Education Offices in West Arsi Zone.

Regarding the views of respondents of Woreda education officials and experts on open ended questions and interview was made based on the factors affecting the managerial effectiveness of Woreda Education Offices were lack of good governance, poor recruitment and assign of Woreda educational managers, inadequate material and financial resources and lack of capacity and knowledge of educational managers. Whereas, the possible solution recommended by those respondents were established good governance, allocate adequate budget to Woreda education level to overcome the problem of material and other activities, select and assign qualified and experienced as well as quality manager, avoid bias during various decision, establish conducive

environment, sharing good experience, make commitment on their job and training educational manager on their job, summer and regular program .

To cheek whether there exists a significant difference between the mean scores of the responses of the two respondents, t-test was administration. Thus, t-calculated values -0.361 at 5% level of significance is less than the t-critical value1.987. This implies that, there is no significant difference between the mean values of responses of the two groups of respondents.

To this end, the major problem of managerial effectiveness of Woreda Education Offices in West Arsi Zone were inadequate local governmental support, poor working environment, high turnover of officials and experts, poor availability of good governance, lack of commitment among educational managers, lack of infrastructure, in adequate financial resources and lack of assign and recruitment of a right person at the right job were a serious problems. Whereas, low work collaboration among community, schools and the educational offices, and the absence of community involvement in educational activities were less serious problems for the managerial effectiveness of Woreda Education Office in West Arsi Zone.

Moreover, document analysis was also used, on planning, selection criteria of educational managers and financial resources. In this regard, assign of diploma holders instead of degree, poor detail information before plan preparation, inadequate budge allocation more than 35 % of Woreda education allowance budget was used by Woreda education heads. This implies that, in Woreda Education Office there was no fair distribution and utilization of allowance budget among the education team, poor quality of plan preparation, there was corruption during the selection of Woreda education managers.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter of the thesis deals with the summary of the major findings of the study, the conclusions and the recommendations suggested on the basis of the findings.

5.1 Summary

The main purpose of this study was to examine the managerial effectiveness of Woreda Education Offices in West Arsi Zone. The study was concluded in the 5 Woreda Education Offices and one Administration Town in West Arsi Zone. The study was guided by the following basic research questions in order to meet the required objectives.

1. To what extent are the Woreda Education Offices in West Arsi Zone performing their managerial functions?
2. To what extent human resources, finance and materials resources are adequate in Woreda Education Office in West Arsi Zone?
3. What are the major problems that affect the managerial effectiveness of Woreda Education Offices in West Arsi Zone?

To address the above research questions the related literature was reviewed. Furthermore, the subjects of the study were Woreda education heads and zonal head for interview and woreda education experts and officials for the questionnaires. Besides the document analysis was used in the analysis of document was made. A descriptive survey method was employed. The participants of this study were selected by simple random sampling and the availability sampling techinques.To maximizes the acceptance of the research output, the data of the study was obtained from both primary and secondary sources. The data obtained were tabulated and analyzed using different statistical tools such as,

average mean, weighted mean, standard deviation and t-test was also used for calculated and analyzed to check for the difference in the mean values of two respondents. The totals of 89 copies of items were modified and instructions were corrected in some parts of questionnaires to questionnaires were distributed to respondents, amendments were made and some vague enrich the data. As the result the analysis made, the following major findings were obtained.

1. With regard to the performance of managerial functions, the overall analysis of planning function was rated poor by the two respondents (wm=2.45). These problems in terms of preparing short, medium and long term plans on the basis of regional and zonal level, inadequate financial and material resources for plan preparation and implementation, the habit of gathering detailed information and analysis of the previous plan and participation of stockholders during plan preparation. Whereas, moderately rated in terms of the use of checklist mechanisms and specify the educational goals to be achieved at Wored level.

2. Moreover, the performance of decision making function was poor in terms of providing quality decision on pedagogical, administrative and policy issues , existence on non biased during decision making process and involving all concerned bodies during decision making. Therefore, the overall analysis of decision making was rated poor by the two respondents (wm=2.43).

3. Organizing function was rated poor by Woreda education officials (average mean=2.45) whereas, moderately rated by the Woreda education experts (average

mean=2.50). To the top of this, the overall analyses of organizing function was rated moderate (wm=2.51).Specifically, clarity of job description, fairness of responsibility and facilitating conditions to staff were rated moderate. Whereas, sufficiency of authority delegation, organizing workshop to staff and all the parts of the Woreda education are filled with the right and qualified man power were rated poor by the responses of two respondents.

4. Accordingly, the responses of two respondents revealed that, the communication function of Woreda Education Offices that have been performed in a better /moderate level (wm=2.63).this is specifically, disseminating of information on timely to staff members and the relation between staff and educational managers were rated moderate. But, the clarity of reporting system by the Woreda Education Offices was rated poor by the responses of two respondents.

5. However, staffing functions was rated poor (wm=2.45) by the two respondents. This are clearly in terms of assigning and recruiting qualified and experienced heads, experts, team heads, supervisors and principals and provision of various benefits to staff with out bias were rated poor by the two respondents. Whereas, the ability of maintain staff and employ morale was rated moderate by the responses of two respondents.

6. The performance of Woreda Education Offices in relation to motivation function was unsatisfactory (wm=2.22). These are in terms of recognizing and rewarding the

educational profession, the level of initiation and commitment among leaders and experts and understanding and satisfying the needs of its staff and others.

7. As part and parcel of other functions controlling function was also rated poorly as perceived by two respondents (wm=2.48). Specifically, moderate in terms of strengthen educational supervision at Woreda level and clearly evaluation the performance of its staff according to their job. Whereas, poorly rated in relation with feedback mechanisms used, frequently monitoring and evaluating the activities of educational offices.

8. The overall performance of Woreda Education Offices in carrying out leading function was found to be rated poor (wm=2.43). These are poorly in terms of managerial qualities, managing change effectively and having conflict resolution skills, whereas, moderately on the ability to listen and continually to the work of team, establish working condition for employees and Woreda Education Officials and experts were the knowledge about the rules, regulations, laws, constitutions, guideline and etc.

9. The overall analysis the responses of respondents of the availability of materials, human and financial resources were found to be low. To this regard, the over all analysis of availability of human resource was found to be low (wm=2.40) by the responses of two respondents. This is in terms of the availability of qualified and experienced principals, supervisors, experts and officials in educational planning and management was found to be low. With regard to, the availability of material resources were found to be low (WM=2.44).This is in terms of transport means (vehicles, motorcycles and cycles

etc) computers, fax, duplicating machine, and internet were rated low. Moreover, the availability and utilization of financial resources was rated low by the responses of two respondents of Woreda Education Offices (wm=2.35) by the responses of two respondents.

10. According to the responses of the two respondents, the major factors affecting the managerial effectiveness of Woreda Education Offices in West Arsi Zone were inadequate financial and material resources, poor availability of good governance, low local government support, poor working environment, the high turnover of educational managers, lack of commitment and poor assign of right person at right place. But, low work collaboration among community, School, and Woreda Education Offices and absence of community involvement in education were rated the less problems by the responses of two respondents.

5.2 Conclusion

Education is nation's strength we stand by. To ensure this educational organizations at each levels play a great role for the successful achievements of educational goal and objectives. To this regard, Woreda Education Offices are the actors for the successful implantation of managerial function such as, planning, decision making, organizing, staffing, communication, motivation, controlling and leading. However, the finding of the study clearly showed that, Woreda Education Offices in West Arsi Zone did not maintain the effectiveness of managerial functions (planning, decision making, staffing, motivating, controlling and leading) to the required level. To this regard, the finding of the study was concluded under planning related problems, implementations related problems, evaluation and recourses related problems.

In this regard, the performances of planning function in Woreda Education Offices were poor. This poor availability of planning function was created planning process come up with poor and inefficient and ineffectiveness of educational outcomes. Therefore, Woreda Education offices in West arsi Zone were not good and proper way of planning in Woreda Education Offices. Moreover, Woreda Education Offices don't have been clear bench mark that they committee their planning and goal of the offices was effectively prepared and implemented.

Moreover, other problems that affect the managerial effectiveness of Woreda Education Offices were related to implementation process of other managerial functions were decision making, staffing, motivating and leading. These cumulative problems was directly affected the implementation /performance/ of managerial function in order to achieve managerial effectiveness at Woreda Education Offices. Therefore, Woreda Education offices in West Arsi Zone was not appropriate, frequent and quality performance at Woreda level, poor good governance, and less availability of service providing mechanism for their stockholders. This poor implementation of Woreda Education Offices in providing services to their stockholders and other activities of educational offices were directly affected the performance of school on teaching learning process, particularly affect students and their families and the nation at large.

The performances of evaluation of controlling function in Woreda Education Offices were also the serious problems in study area. This implies that, Woreda Education Offices in West Arsi Zone was difficult to solve the problems existing in Woreda Education Offices and cannot assess who their implementation is preceding according to the plan. That is no comparing actuarial achievement is to the targets set during the

planning phases. Moreover, they fail to know whether their clients are satisfied by their services.

The inadequacy of material and financial resources were affected the availability of those resources in the study area. This implies that, in study area there was inadequacy of human and material recourses as well as the poor managerial functions in Woreda Education Offices as the whole.

Therefore, poor planning, implementation of other managerial function, inadequacy of resources and poor evaluation were not sound and clear direction that set a head and strive to achieve the educational goals and objective effectively and they fail to provide effective and efficient managerial qualities and skills in woreda Education Offices in West Arsi Zone.

5.3 Recommendation

1. Planning have to operate, survive and progress of the given organization or given country. To this reality, our country was prepared developmental and transformational plan for 5 (five) years in all aspects and implementing from higher level to lower level accordingly. However, the study revealed that, the habit of gathering detail information before plan preparation, involving all concerned bodies during plan preparation and preparing short, medium and long term plan on the base of regional and zonal level plans were poor. Therefore, for the successful implementation of educational policy, goal and objectives, Wereda Education Offices should gathering and analyzing detail information during plan preparation. It should involve all concerned bodies during plan preparation and implementation and also should be prepared Woreda education plan on the basis of

national, regional and zonal level plans based on the context of heir Woredas Because, Woreda education plan should not violet/ignore) the national education policy or plan.

2. All stockholders expect quality decision from educational offices on various issues. To implement this reality, the Ministry of Education and Regional Education Bureau, Zonal Education Desk and NGOs were provided various workshop, seminars and training to Woreda education officials and experts for capacity development on their job. However, the study indicated that, the involvement of all stockholders and availability of quality decision making was poor. Therefore, in order to implement this reality, the Woreda Education Offices should involve all concerned bodies during decision making process in order to improve the quality of decision making on pedagogical, administrative and policy issues and also establish good governance in their office.

3. Ministry of Education and Regional Education Offices was designed the criteria of selection and recruitment to Woreda Education managers in order to implement the educational policy at the Woreda level effectively. However, in the study area there was poor selection and assign of educational managers. Therefore, the Woreda Education Offices collaboration with Woreda Cabinet and Zonal Education Desk should assign Woreda education managers based on the existing criteria such as: qualifications, experience, subject specialization, knowledge of educational management, commitment, interest, high performance in their work, quality of managers, and etc. Woreda Education Offices and cabinets should avoid corruption during selection and assign of Woreda education managers. Because mangers are productive, creative, empowering, skillful and

optimistic persons that are framework, communication, motivation, excellent planning skills etc.

4. It is difficult to think the effectiveness of managers in educational offices in the absence controlling function. However, in the study area there is no frequent monitoring and evaluation and poor providing feedback during monitoring and evaluation. Therefore, Regional Education Bureau, zonal Education Desk and Woreda Education Offices to implement educational policy should be set the schedule of monitoring and evaluation of Woredas on their plan and provided checklist for monitoring and evaluating the performance (implementation) of the educational goal and objectives according to schedule set in order to give feedback mechanisms to Woreda Education Offices. Woreda Education Offices should implement the given comment or feedback was given by the evaluators and also implements the balanced score cared in Woreda Education Offices in order to monitor and evaluate the performance of their office.

5. To overcome the problem of high turnover of educational manger the Woreda Education Offices collaboration with the Regional Education Bureau and Zonal Education desk, interest group and NGOs should be set training program (such as on job training, summer and regular program) to develop managerial capacity on their Job. Regional Education and Civil Service Bureau should revise the structure of Woreda Education Offices according to their qualification and experience. Woreda Education Offices should also establish good governance, avoid bias and conducive environment in educational office.

6. For motivation and initiation of educational managers the Ministry of Education and Regional Education Bureau design to implement rewarding the Zonal and Woreda Education Offices in terms of successful achievement of educational policy, goal and objective. However, there was problem of motivation and related factors in Woreda Education Offices. Therefore, Woreda Education Offices should develop ways of rewarding their staff that who has greater performance to implement in quarter, mid semester or at the end of the year.

7. According to the current Ethiopian policy the budget is highly decentralized to the Woreda level. However, in the study area, there was the serious problem of the availability of financial and material resources. Therefore, Woreda Education Offices collaboration with Woreda cabinet and Mikirbet allocate adequate budget to Woreda Education Offices according to the criteria. It should also active for income generating mechanisms from donors, NGOs, interest group etc in order to solve the problem of material and financial resources. Ministry of Education and Regional Education Bureau should be considered on transport means (for supervisory activities) and material resources for educational activities.

8. The best experience is the good policy in the current time to share experience among each other. To this regard, exchange of experience in management among educational professionals with neighboring Woredas in management of education may improve the managerial skills. Hence the Zonal Educational desk should arrange programs for Woreda to visit the relatively better Woredas. Woreda Education Offices themselves should incorporate visit program in to their annual plan and develop goods culture of best experience among each other in their offices.

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Appendices

Appendix-A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire will be completed by woreda education experts, and officials.

Dear Respondents:

The purpose of these questionnaires are to collect relevant data regarding the research topic entitled, managerial effectiveness of Woreda education office of west Arsi Zone Oromia National Regional State.

The study is aimed at investigating how woreda education and practice of managerial effectiveness and identifying the problems which hinder its effective implementation and looking for ways of solving the problems so that managerial effectiveness will be implemented effectively. Thus, your genuine, frank and timely responses are vital to determine the success of the study. Therefore, realizing that information will be kept strictly confidential and used only for this researcher paper, you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly.

Please note the following points before you start filling the questionnaires:

1. You are not required to write your name on the question paper;
2. Please, read all the instructions before you attempt to answer the questions;
3. There is no need of discussion on the answers of the questions; it is individual work;

4. Try to provide appropriate answer by using a tick mark "✓" the letter to choose one of the suggested likert scales. In addition write your opinion for the short answer questions on the space provided, and
5. Please, do not leave the questions not answered.

Part I. General Information and Personal Background

1. Places indicate your personal information on the boxes provided with a tick mark (✓)

1.1. Name of your organization _____

Your current position _____

Zone _____ woreda _____

1.2. Sex: Male ☐ Female ☐

1.3. Age: a) 20-25 years ☐ b) 26-30 years ☐ e) 41 years and above ☐

c) 31-35 years ☐ d) 36-40 years ☐

1.4. Educational qualification:

a) Grade 10/12 complete ☐ b) TTI ☐ c) Diploma ☐

d) BA/BSc ☐ e) other, please specify _____

1.5. Field of specialization

a) Educational planning and management ☐

b) Pedagogic ☐

c) Subject specialist ☐

d) Curriculum and instruction ☐

e) Others please specify_____

1.6. Special training attended _____

1.7. Years of service

1.7.1. In the current position:

a) 5 years or below ☐ b) 6-10 years ☐ c) 11-15 years ☐

d) 16-20 years ☐ e) 21 years and above ☐

1.7.2. In other positions:

a) 1-5 years ☐ d) 16-20 years ☐

b) 6-10 years ☐ e) 21 years and above ☐

c) 11-15 years ☐

Part II

2. How do you see the effectiveness of your office in carrying out the following managerial functions? Please respond by putting a tick mark (✓) in the space provided regarding each of the following items.

Very poor = 1 Poor = 2, Medium = 3, Good = 4, Very good = 5

No	Managerial Functions	Rating				
		1	2	3	4	5
A	**Planning**					
1	Preparing short, medium and long term plans on the Woreda on the basis of the regional and zonal education					
2	Specifying the educational goals to be achieved at the woreda levels (preparing attainable and realistic plans)					
3	Resources (both material and financials) allocated to the process of plan preparation and implementation.					
4	The habit of gathering detailed information before plan preparation (using of data based) and analysis of the previous plan.					
5	Check list mechanisms is used					
6	Participation of all concerned bodies during plan preparation					
B	**Decision making**					
1	Providing quality decision on pedagogical, administrative and policy issue					
2	Involving the woreda education experts or concerned bodies like Woreda Training Board when making decisions					
3	Existence of biased during decision making process					
C	**Organizing**					
1	Clarity of job description (who will do what)					
2	Fairness of responsibilities distributed to each position					
3	Sufficiency of authority delegated in each position					
4	Organizing workshops and seminars on educational committees at woreda level.					
5	Facilitating conditions to staff communities to share experiences among each other.					
6	All the parts of the Woreda Education Offices are filled with Right and qualified manpower.					

No	Managerial Functions	Rating				
D	**Staffing**	**1**	**2**	**3**	**4**	**5**
1	Appointing qualified principals and supervisors to schools					
2	Assigning or recruiting qualified and experienced experts to the Woreda Education Offices					
3	Provision of various benefits to workers without bias.					
4	The ability to maintain staff and employees moral					
E	**Communicating**					
1	Disseminating of information on timely to staff members, schools and the zonal level.					
2	Clearly of reporting system designed					
3	The relation between educational heads and experts					
F	**Motivation**					
1	Understanding and satisfying the needs of others (subordinates/staff, teachers, principals, communities, etc).					
2	Recognizing and rewarding performance of associations, organizations and educational professionals.					
3	Level of initiation and commitment approach among leaders and experts.					
G	**Controlling**					
1	Strengthening continuous educational supervision at Woreda level.					
2	Feedback mechanisms used.					
3	Frequently, monitoring and evaluating the activity of its staff (office).					
4	Clearly evaluated the performance of staff according to their job.					
H	**Leading**					
1	The ability to listen and contribute to the work of a team.					
2	Existence of managerial qualities (like readiness, flexibility, openness and creativity etc) in Woreda Education Office.					
3	The ability to make working condition suitable for employees.					
4	Woreda education experts and officials have been knowledge about rules, regulations, constitutions, laws, guidelines and etc.					
5	Managing change effectively so as to achieve longer term educational goal.					
6	Having conflict resolution skill.					

Part Three

3. According to your current observation, how do you rate the degree of the adequacy of the availability of resources in enhancing the effectiveness of your Woreda Education Office to manage its activities effectively? Please respond by putting a tick mark (✓) in the space prourded regarding each of the following items 5= very high, 4= high, 3= medium, 2= low, 1= very low.

No	Conditions for managerial effectiveness	Rating scales				
		1	2	3	4	5
A	**Human resources**					
1	Availability of experienced educational heads and experts in your office.					
2	The existence of qualified experts and officials in education planning and management					
3	Availability of human resources					
B	**Material Resource**					
1	Availability of transport means (cars, motorcycles, cycles, etc) in your office.					
2	Availability of computers, fax, telephone services, furniture and equipments and photocopy machines.					
3	Availability of stationary materials					
4	Efficiency in utilization of material resources					
C	**Financial Resource**					
1	Adequacy of budget allocated for your Woreda Education Office					
2	Available budget equally utilized by all experts according without bias					
3	Timely availability of the allocated budget to your office					

Appendix B

Interview guides for heads for woreda education heads and heads of Zonal Education Desk. The purpose of this interview is to gather additional data for the study on the managerial effectiveness of Woreda Education Offices in West Arsi Zone.

Background: Position _____ qualification _____ service year; in the current position _____ total _____.

1. Do you think that, your Woreda Education /Town Administration Office prepare plans before trying to perform its duties? If yes how was the process of plan preparation in the education office?
2. Do you think that, the allocated budget to Woreda is adequate?
3. Do you think that, assigning qualified experts, supervisors and principals in your Woreda Education Offices?
4. Do you think that, adequate human resources, and material resources (transport, computers, duplicating machine, furniture etc) adequate in your Woreda Education Office?
5. What do you think are the major problems of Woreda Education Offices in managing educational activities in your Woreda Education Offices?
6. Please, suggest possible solutions that think to alleviate/solve problems in managing educational activities of Woreda level?

Thank you for your cooperation!!

Declaration

In the under signed, declared that, this thesis is my original work and has not been presented for a degree In any other university and all sources of materials used for the thesis have been duly acknowledged.

Name: DUE Emmanuel

Signature: [signature]

Date: 05/07/2017

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

Name: Dr. Yohannes Amsalu Alemu.

Signature: [signature]

Date: 05/07/2017