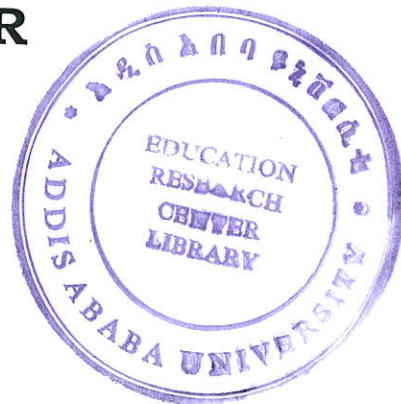


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE STATUS OF MANAGERIAL PRACTICES  
IN WOREDA EDUCATION OFFICES IN  
SNNPR**



**BY  
ASSEFA BEYENE**

**ADDIS ABABA  
JULY 2007**

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**SCHOOL OF GRADUATE STUDIES**

**THE STATUS OF MANAGERIAL PRACTICES IN  
WOREDA EDUCATION OFFICES IN SNNPR**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE  
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
OF THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
PLANNING AND MANAGEMENT**

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## **ACKNOWLEDGEMENTS**

My sincere thank goes to Dr. Jeilu Oumer, my thesis advisor, who kindly spent much of his time in advising, guiding, commenting and giving professional assistance for the success of this study.

I would greatly be indebted to my uncle Ato Nasir Shanko, who supported me morally and financially. I am also greatly indebted to my friends and my relatives for their unreserved encouragement, financial and material support during my stay on the study.

My acknowledgements should also go to all sampled respondents of REB, ZED, WEOs, School Principals, the heads of Woreda Finance and Economic Development, and Woreda Education and Training Boards in SNNPR for their unreserved interest and support by responding to the questionnaires and interviews as well as by providing the necessary documents.

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## **Abbreviations and/or Acronyms**

AAU	Addis Ababa University
ADEA	Association for the Development of Education in Africa
EdPM	Educational Planning and Management.
EMPDA	Educational Materials Production and Distribution Agency.
ETBs	Education and Training Boards.
ILO	Internal Labour Organization.
MOCB	Ministry of Capacity Building
MOE	Ministry of Education
NGOs	Non governmental Organizations
PTAs	Parent Teacher Associations
REB	Regional Education Bureau
SNNPR	Southern Nations Nationalities and Peoples' Region
SNNPRS	Southern Nationals Nationalities and Peoples' Regional
State	
SNNPRS-BFED	Southern Nations and Nationalities and Peoples' Regional State-Bureau of Finance and Economic Development
TGE	Transitional Government of Ethiopia
TTI	Teachers Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEOs	Woreda Education Offices
ZED	Zonal Education Desk (Department)

## **Abstract**

*The organization and management of education system in Ethiopia has been decentralized since 1994. Accordingly, the WEOs are among the organs introduced as a result of the decentralization process. However, effective implementation of decentralized functions at local (Woreda) level calls for better practices of managerial functions on the one hand and adequacy in the provision of system's resources on the other hand. Thus, the intention of this study was to assess the status of managerial practices in Woreda Education Offices in SNNPR. Hence, the suggestions forwarded as a result of this study are belied to indicate some of alternative measures to be taken to improve the status of managerial practices in WEOs in SNNPR.*

*The study was conducted on 12 Woredas in SNNPR. The research method employed in the study was the descriptive survey. To substantiate the study with important theoretical basis the review of related literature was made. The sources of data were education officials and experts at Regional and Zonal levels, the heads and team leaders of all sampled WEOs, the school principals, the head of Woreda Finance Offices, and Woreda Education and Training Boards. A total of 123 respondents were involved in this study. The dominant sampling techniques used were availability and purposive. Data were gathered through questionnaires, interviews, and observation checklists. The data analysis techniques employed were the mean, weighted mean, t-test and chi-square test.*

*The result of data analysis indicated that there were weaknesses in gathering detailed information and low participation of stakeholders in order to prepare sound plans. In addition, the organizational structure was poorly suited and there were problems of unity of command. Moreover, professional support provided to schools and efforts exerted in preparing short term capacity building trainings at Woreda level were found to be poor. Above all, the lack of finance, skilled man power and material resources was found to be serious problem in WEOs. As a result, the status of managerial practices in WEOs in SNNPR is affected by the mix of poor performance status of principal management functions such as planning, organizing and leading as well as inadequacy of system's resources (skilled manpower, finance and material resources).*

*Hence, it is recommended that institutionalizing the Woreda level Educational Management Information System, revision and the resultant modification of organizational structure of WEOs, provision of continuous local level capacity building trainings on educational planning and management as well as giving due consideration for education sector at Woreda level when allocating budget are some of the essential steps to be taken in order to improve the status of managerial practices in WEOs.*

# CHAPTER 1

## THE PROBLEM AND ITS APPROACH

This chapter consists of the background of the study, statement of the problem, significance of the study, delimitation of the study, research methods and procedures, operational definition of terms and organization of the study.

### 1.1. Background of the Study

Management is the process of working with people and resources to accomplish organizational goals. It is the process of coordinating and integrating work activities so that they are completed efficiently and effectively with and through other people (Robbins et al, 2000:8). Thus, any organization to achieve its goals requires better managerial practices.

Educational settings are organizations 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 quality and quantity of managers working in the various educational management levels.

The nature of managerial works in any organization is, more or less, similar. Regarding this, Ivancevich and Matteson (1990:31) state that the nature of managerial work in any organization is to coordinate the work of others by performing four management functions: planning, organizing, leading, and controlling. 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 function is to improve work performance and achieve organization's goals. This concept indicates that effective performance of the management functions by the educational managers is of a paramount importance for the achievement of educational goals and objectives.

Achieving the set goals of the education system of a country could enhance individuals and society to participate in the development process of the economy. By emphasizing the benefits of education, Talesra et al (2002:325) explain that education leads the individual creativity, improved participation in the social, economic, cultural and political life of society and hence to a more effective contribution of human development. Therefore, the education sector holds the primary responsibility of producing capable, skilled and adequate manpower to various sectors. For the realization of this societal interest effective educational management at local (woreda) level is a vital issue.

Accordingly, organizations performance (including educational organizations) depends mainly on the management and leadership capacities of their managers. The management capacity is the ability to ensure effective and efficient use of the resources in the organization. This is accomplished through careful development and coordination of resources, including people (their time and expertise), money and facilities. On the other hand, leadership capacity of managers is the ability to set direction for the organization and its resources and also guide activities to follow that direction. This is carried out through attention to visioning, establishing goals, directing, motivating, making decisions and solving problems (McNamara, 1997).

Generally organizations could be managed by adopting a centralized system, or decentralized system or a combination of the two. Each of this management system has its own merits and demerits. Some of the merits of decentralization of educational management are ensuring the decisions made closest to the educational beneficiaries; increasing efficiency and effectiveness of educational management; transforming the responsibility and authority for educational decisions as well as the accompanying finance away

from the national government as a means of supplementing inadequate national resources (UNESCO, 2005a; Govinda, 1997).

However, decentralization makes sense, if there is state level enabling conditions; informed and empowered community and local level institutions; the devolution of political, administrative and financial powers to lower level units; the threshold level of capacity for planning and management at local level; a sound data base; monitoring, support services and accountability systems (Welsh and McGinn, 1999; UNESCO, 2005 b).

The management of education system in Ethiopia has been decentralized since 1994 (TGE, 1994a). Hence, the woreda education offices are one of the organs of educational management system next to zonal education departments in SNNPR state of Ethiopia.

The SNNPR state is located in the southern part of Ethiopia and covers 10 percent (about 1.8 million square kilometers) of the national area. The region currently consists of 13 zones and 8 special woredas. The estimated population of the region is about 14 million, which accounts 20% of the total population of the country. About 92% of the total population resides in rural areas and the rest, 8% in urban (SNNPES-BFED, 2006).

Agriculture is the dominant economic activity in the region. Sedentary farming is dominantly practiced in the high lands while livestock herding supplemented with archaic flood retreat farming is the basic livelihood of people in the marginal lowland areas. The region has also been known in cash crop production such as spices and beverages in the country.

More than 56 Nations and Nationalities reside in the region with varieties of languages and cultures. The region is categorized as one of the most tourist attraction areas of the country. In the region, there are 96 woredas and 19 town administrations with the woreda level structure. In the region, 8 special woreda education offices have similar autonomy to zonal education

departments and report directly to the regional education bureau (REB strategic plan document 2005).

There are 374 kindergartens, 3383 primary schools, 127 secondary schools, 72 government and non government Technical Vocational Education and Training Institutions and colleges in SNNPR. The gross enrolment rate of primary (1-8) and general secondary (9-10) level schools are 89% and 26.7% respectively. The student-section ratio of primary (1-8) and general secondary (9-10) grade levels are 1:80 and 1:90 respectively. At the same time, the share of qualified teachers for primary (5-8) and secondary (9-12) levels are 69.5% and 43% respectively. There is also a great problem in drop out and repetition rates. There is a huge disparity in enrolment between rural and urban, central and peripheral as well as male and female in the region (SNNPREB, 2006).

In general improvements have been seen in access to educational services in the region. However, the region's education system faces great problems of equity, quality, and efficiency. Since, the woredas' ineffectiveness has a consequence on the region's effectiveness, these problems, among other things, reflect ineffectiveness in the performance of woreda education offices. Therefore, this study was intended to find out the real status of managerial practices in the woreda education offices in SNNPR by giving special attention to the planning, organizing, leading, controlling and budgeting (financial planning and its utilization) functions of management.

## **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. Because education is a very powerful instrument for change, for achieving intellectual and social development of the people that makes it the need of the day, on the one hand and the

inherent difficulty of relating specific inputs to specific outputs of education system on the other hand.

Many writers in the area of educational management argue that managing educational organizations is a special case which demands educational managers who are able to carry out the planning, organizing, leading, communicating, budgeting, and other functions very skillfully. In this respect, Hodgkinson in (Begley and Pauline, 1999:1) states:

*Educational administration is a special case within the general profession of administration. Its leaders find themselves in what might be called an arena of ethical excitement often politicized but always humane, always intimately connected to the evaluation of society. . . . it embodies a heritage of value on the one hand, and is a massive industry on the other, in which social, economic, and political forces are looked together in complex equilibrium of power.*

This concept indicates that the managerial practices at woreda office level could be affected by internal and external factors. Therefore, educational managers and other staffs of woreda education offices have to be critical and careful in carrying out their responsibilities. There should be skilled and experienced staff and other resources in the woreda education offices.

The woreda education offices are expected to plan and effectively implement the educational services of varying levels; to organize and mobilize the resources; to direct and coordinate all of the personnel in their education system up to school level; to create the necessary conditions for the participation of the civil society including NGOs and the private sector in planning, implementation and monitoring of various interventions as well as to manage financial resources efficiently in their respective woreda education offices in order to achieve their objectives.

Regarding the duties and responsibilities to be carried out by the woreda education offices, the ministry of education identified them as planning, organizing, assembling resources, communicating, implementing and

controlling, budgeting, financial and manpower management in their respective woredas to meet the educational needs of the local community closer to them (MoE, 2002). Therefore, these all tasks call for the availability and adequacy of skilled and experienced task force in managerial and other positions of woreda education offices. Moreover, there has to be adequate financial resource because every managerial decision involves financing for the effective implementation of responsibilities.

Concerning educational organization and management at the woreda level, there are few number of studies conducted in some regions some years ago and came up with findings where local capacities in terms of organizational structures, managerial capacity and leadership, education management information system, manpower and finance were observed as poor in woreda education offices (Girmay, 1998; Jeilu, 2001; Fanta, 2001; Ayele, 2004). Moreover, the student researcher felt that there were performance problems of major management functions such as planning, organizing, leadership, and controlling in some woreda education offices of SNNPR which needs detailed assessments. Because, ineffective performance of the major managerial functions mentioned above can obviously affect the performance of any organization. Hence, the purpose of this study was to assess the status of managerial practices in terms of planning, organizing, leading, controlling and budgeting in woreda education offices in SNNPR.

### ***1.2.1. Research objectives***

#### ***1. 2.1.1. General Objective***

The main objective of this study was to assess the status of managerial practices in terms of planning, organizing, leading controlling and budgeting in woreda education offices in SNNPR.

### **1.2.1.2. Specific Objectives**

The specific objectives of this study were the following:-

- i. To analyze how the Woreda Education Offices planned and implemented education system of their woredas;
- ii. To assess the extent to which the existing organizational structure enabled the Woreda Education Offices to carry out their duties and responsibilities effectively;
- iii. To assess the extent to which the Woreda Education Offices exercised the leading function of management effectively;
- iv. To assess the extent to which the Woreda Education Offices effectively Controlled the smooth functioning of their offices activities;
- v. To examine the adequacy of manpower, finance and material resources in the woreda education offices for the effective implementation of their duties and responsibilities.

### **1.2.2. Basic Research Questions**

Management of educational system at the woreda level in SNNPR has been started since 1994 following the formulation of the Ethiopian Education and Training Policy that envisaged the decentralization of educational management. However, mere decentralization of educational organization and management alone does not ensure organizational performance at local level, because effective decentralization requires more skilled and experienced staff as well as other non human resources to plan and implement; to organize; to lead; and to control all of the educational activities at local level. Therefore, this study was designed to address the following research questions.

1. To what extent do the Woreda Education Offices in SNNPR have realized their roles and responsibilities?
2. To what extent do the management functions (planning, organizing, leading and controlling) are effectively exercised in WEOs of SNNPR?

3. Are there adequate manpower, finance and material resources; and management capacities in Woreda Education Offices of SNNPR?

### **1.3. Significance of the Study**

Ever increasing demand for education and scarcity of resources to satisfy this demand requires attention to be given for effective management of human, material and financial resources at the woreda, regional, and federal levels. Therefore, woreda education officers are supposed to direct, guide, coordinate, and integrate educational activities of their office. Thus conducting a study on the status of managerial practices in woreda education offices in a region where there is pressing constraints of skilled manpower and other resources is crucial issue. Therefore, this study is thought to be significant for the following reasons:

- a. The study may add knowledge to the very much limited studies conducted in the area of educational organization and management at the woreda level in the country,
- b. The study may try to identify some of poorly exercised managerial practices that hindered the objective achievement of the woreda education offices and suggest workable solutions, where both the regional education bureau and the woreda education offices of SNNPR could make use of it as needed,
- c. The findings may motivate other researchers to undertake further study.

### **1.4. Delimitations of the Study**

Of all other educational management levels, the woreda education offices are the nearest ones where schools could get the necessary support and guidance to carryout their tasks as desired. Woreda education offices are expected to manage education systems of their locality effectively and to provide all kinds of support needed by the schools. Contrary to this, many factors could affect managerial practices in WEOs externally and internally. However, for many writers, managerial practices at local level could be

affected in terms of poor performance of the principal management functions which are internal to the organization.

Thus, to make it manageable, this study was delimited to those managerial practices which were seen as more crucial and related to planning, organizing, leading, controlling as well as budgeting functions of management.

Moreover, there were 13 zones and 8 special woredas in SNNPR. In order to make the most effective use of the available resources, the study was delimited to 4 zones and 2 special woredas. Out of 40 woredas in four sampled zones, 10 woredas were included in the study and totally woredas included in the study were 12 including 2 special woredas.

### **1.5. Limitation of the Study**

The study could have been more dependable, had it been conducted involving more Woredas. However, due to severe time and financial limitations on the part of the researcher, as well as highly dispersed location of the sampled woredas, the study was confined to 12 woredas. On top of this, some of the respondents in some WEOs did not show interest to share their time in order to look on the items intensively. However, this was compensated by involving respondents which were seen as critical stakeholders from upper (REB, and ZED) and lower (school) levels to triangulate and crosscheck the data.

### **1.6. Research Methodology**

For the successful completion of this study the following research design and methodology were employed:

#### ***1.6.1. Research method***

A descriptive survey method was employed to assess currently prevailing managerial factors especially the planning, organizing, leading controlling and budgeting functions as they affected the organizational effectiveness of

woreda education offices in SNNPR state. This method was employed because it was believed to be helpful in presenting a broad description of the currently existing factors hindering organizational effectiveness of woreda education offices in relation to the management functions.

### ***1.6.2. Data Sources***

To answer the research questions of the study, relevant data were collected from 48 (85.7%) out of a total of 56 woreda, special woreda and town administration education heads and team leaders; 5 heads of woreda education and training boards and 5 heads of woreda finance and economic development offices, 21 Regional Education Bureau officials and experts, 12 (37.5%) out of a total of 32 Zonal Education Department officials and experts of the sampled zones as well as 32 (6.57%) out of a total of 350 public school principals from sampled woredas. The total of respondents for the study was 123 in number. Moreover, relevant documents of the sampled woreda education offices pertaining to the issue under study were referred. On top of this, review of available literature in the area was done in order to find out what had been already written, known and experienced in the research.

### ***1.6.3. Sampling Technique***

Zones and special woredas were categorized in accordance to their socio economic situations, number of weredas contained, communication and general infrastructure situations, assumed existence of managerial complexities as well as scarcity of skilled manpower supply in relatively remote zones and special woredas. Accordingly, the samples were selected randomly from the identified strata or categories in order to give equal chance for the population under each stratum. Besides, the selection procedure tried to involve the newly established town administration education offices by using purposive sampling technique in order to observe if there existed any difference in the structure and resource provision.

**Category-1:** Comprise of zones and special woredas with relatively better infrastructural and communication facilities as well as with assumed complexity of managerial tasks in woreda education offices. Zones representing this category were Sidama, Gediyo, Wolayta, Hadiya, Guraghe, Silte, Kembata Tambaro, Gamo Gofa, and Dawro. Special woredas of this category were Alaba, Konso, Derashie, and Amaro. From this category 8 woredas (from Wolayta, Sidama and Hadiya zones) and 1 special woreda (Alaba) were selected for the study.

**Category 2:** Zones and special woredas with relatively poor communication and infrastructural facilities as well as with assumed scarcity of skilled manpower supply were categorized here. Zones in this category were Bench Maji, Debub Omo, Kefa and Sheka. Special woredas of this category were Yem, Konta, Burji, and Basketo. Two woredas (from Bench Maji zone) and 1 Special woreda (Konta) were selected from this category for the study.

The management bodies of the sampled woredas, special woredas and town administration education offices such as the heads, the education programs team leaders, the supervision and research team leaders, the educational input supply and support team leaders, and the administration heads were included in the study by using purposive sampling technique because they were responsible management bodies of their woreda education offices assumed to provide the information needed.

Besides, the heads, education programs and human resource development coordinators, as well as education supervision coordinators of Zonal Education Departments; the Regional Education Bureau head, department heads, team leaders, and experts; the heads of Woreda Education and Training Boards as well as the heads of Woreda Finance and Economic Development Offices were selected with the use of availability sampling technique because of their position.

Moreover, principals from 36 public primary and secondary schools of the sampled woredas, special woredas and town administration were selected by employing purposive sampling technique. For one thing the selection process attempted to involve principals both from rural primary schools and from schools of the main towns of each sampled woreda. Additionally, this technique is employed by assuming that the communication between schools and the woreda education offices was more or less similar and due to the resource constraints to include as many schools as possible in the study.

Accordingly, the sampled zones and woreda education offices were the following:

No	Zone and special Woreda	Woreda	
1	Wolaita zone	1	Damot Galie woreda
		2	Bolso Sorie woreda
		3	soddo town Administration
2	Sidama zone	1	Shebedino woreda
		2	Dale woreda
		3	Hawasa Zuria woreda
3	Bench Maji zone	1	Shey Bench woreda
		2	Dehub Bench woreda
4	Hadiya zone	1	Misrak Badewacho woreda
		2	Hosana town Admisnitration
5	Konta Special woreda		Konta special woreda
6	Alaba special Woreda		Alaba special woreda

#### **1.6.4. Data Gathering Tools**

In order to obtain adequate information which has qualitative and quantitative values, three types of data gathering tools, questionnaire, interview and check list were designed to be employed. Hence, questionnaires were prepared with the intention to secure pertinent information from large number of respondents with less consumption of time. The questionnaires prepared for the Regional and zonal education officials and experts; WEOs heads and team leaders as well as school principals contained both open and close ended question items. Open ended questionnaires were forwarded to the respondents demanding them to write variables and possible suggestions which they think were included in the findings.

Interview was employed as a method of data collection in order to get additional information from the heads of Finance and Economic Development offices as well as the heads of Education and Training boards by selecting one woreda from each sampled zone. In addition to this, interview was also made with the Regional Education Bureau Head. Interviews were made to gather information on issues that require more clarification. Besides, checklist was used for manpower, material and financial resources assessment. Moreover, document analysis was used to gather supplementary data because it was believed as an efficient method of gathering background information and historical accounts.

#### ***1.6.5. Data Administration***

The draft questionnaires were developed and pilot tested by distributing them to some of the respondents in the education office of Hawassa Zuriaya woreda and by consulting experts in order to see the content validity of the questionnaires in terms of the appropriateness of items contained and language clarity. Then, the questionnaires were revised depending up on suggestions collected during the try out. As a result of the revision made, five questions in the questionnaires were modified. The interview was conducted by the researcher himself. The questionnaires were distributed and collected by the researcher and his assistants.

#### ***1.6.6. Data Analysis***

To organize, analyze and interpret the data obtained from field work; first the responses were tallied and tabulated. Then, the tabulated data were presented in number and percentage on a table. In addition to percentage, the data were also analyzed by using weighted mean. At the same time, t-test at 5% level of significance was used to see whether there was statistically significance difference between the mean responses of critical stakeholders and Woreda Education Offices.

In addition, Chi-square test at 5% level of significance was also used to see any difference in the opinions of the two categories of respondents with regards to the capacity related factors which affected organizational effectiveness of woreda education offices. Moreover, qualitative data collected through interview were analyzed as a back up to each section of quantitative data analysis process.

## **1.7. Operational Definition of Terms**

**Management:** The process of coordinating and integrating work activities so that they are completed efficiently and effectively with and through other people (Robbins et al, 2000:8)

**Managerial Practices:** are activities or functions that a manager must perform as a result of the position held in the organization: planning, organizing, staffing, controlling, leading, decision making, budgeting, etc.

**Regional government:** Regional state and administrative hierarchy with authority provided by proclamation No. 7/1992.

**Woreda:** A division or area marked off, developed for administrative purpose with defined authority, responsibility and with estimate population size of about 100,000 (proclamation No 7/1992).

**Woreda Education Office:** The immediate administrative level in which schools are directly reporting to.

**Zone:** An administrative hierarchy of government next to region, comprises of certain number of woredas.

## **1.8. Organization of the Study**

This study is composed of four chapters. The first chapter deals with the problem and its approach. Chapter two is concerned with review of the related literature. The third chapter is about presentation and analysis of the data. Chapter four presents summary of the findings, conclusions drawn and the recommendations.

## **CHAPTER 2**

### **THE REVIEW OF RELATED LITERATURE**

In this chapter, a review of literature which has relevance to the study is presented. It deals with the different theories regarding functions of management. In addition to this, it tries to see the link between decentralization of educational management and organizational performance at local level. Moreover, it identifies some commonly known critical areas of managerial practices. Finally, it also tries to examine the management of education system in SNNPR state.

#### **2.1. Managing Educational organizations**

The concept of organization is defined by various authorities. For Bernard (in Streers, 1991:298) an organization is a system of consciously coordinated activities of two or more persons. According to this definition, organizations are considered to have stated purposes, communication systems and other coordinating process, and net work of individuals who willingly cooperate on tasks necessary to organizational goal attainment. Similarly, Ayalew (1991:2) describes organizations as a relatively permanent social entities characterized by goal oriented behavior, specialization, and structure.

The common concept inherent in many definitions is that organizations are groups of people, with ideas and resources, working toward common goals. Organizations are established to serve specific purposes and to carry out designed missions. To achieve their objectives organizations are provided with resources and infrastructure. Achievement of organizational objectives is a factor of effective management. Regarding what management is, many authorities forwarded their views. For instance, Hersey, Blanchard, and Johnson (1998) define management as the process of working with and through individuals and groups and other resources (such as equipment,

capital and technology) to accomplish organizational goals. They further explain that the concept of management applies to all organizations whether they are business, educational, hospital or military or even families.

According to Robbins et al (2000:8), management is the process of coordinating work activities so that they completed efficiently and effectively with and through other people. Thus, the common concept for most writers is that the manager is responsible for establishing and accomplishing the goals and objectives of the organizations, regardless of whether or not this would involve the management of school district (woreda education office) or business enterprise or division unit. However, various organizations found in society differ in many ways and at the same time they share certain common characteristics.

This diversity in organizations has led to the development of different programs of management, Atchison and Hill (in Ayalew, 1991:2). Educational management is considered as one of these programs and is a field of study and practice concerned with the operation of educational organizations (Bush, 1986:1). However, according to him, the interpretations drawn from different disciplines necessarily emphasize rather different aspects of educational management.

Even though, educational management as a field of study and practice was derived from management principles first applied to industry and commerce, the special characteristics of educational organizations imply caution in the application of managerial practices drawn from non-educational settings. Regarding this Baldrige et al (in Bush, 1986:7) recommend, careful evaluation and adoption of management practices is required before they can be applied with confidence to educational organizations. However, many authorities argue that the nature of managerial work in any organization (irrespective of its type and kind) is to coordinate the work of others by

performing four management functions such as planning, organizing, leading and controlling (Ivancevich and Matteson, 1990).

### **2.1.1. Managerial Functions and Educational Organizations**

Managers create and maintain an internal environment, commonly called the organization, so that others can work efficiently in it. Acting in their managerial capacity, presidents, department heads, foremen, supervisors, college deans, bishops, and heads of government agencies all do the same thing, Koontz and Cyril, (in Hersey et al, 1998:10). Accordingly, most writers have identified managerial jobs in a given organization as functions of management.

However, there is no consensus on the terms used to identify these functions because various authorities have used their own views and descriptive terms. For instance, Fayol (in Ayalew, 1991:15) said them as planning, organizing, communicating, coordinating, and controlling. Heresy et al (1998:10) by referring other authorities, say them as planning, organizing, motivating, and controlling. At the same time others call them as planning, organizing, leading, controlling (Robbins et al 2000; Ivancevich and Matteson, 1990).

Since the task of management is to facilitate the organization's effectiveness and long term goal attainment by coordinating and efficiently utilizing available resources (Steers, 1991:13) the principal managerial functions of educational managers treated in this literature review are planning, organizing, leading and controlling.

#### **2.1.1.1. Planning**

Planning is the key management function of any organization. Because, it is through planning that decisions are translated in to systematic programs of action for implementation. For Chandon (1997:127) planning is a decision making activity requiring the process of ascertaining objectives and deciding on objectives to attain these objectives. Cunningham (1982:5) has also

defined it as ". . . Selecting and relating knowledge, facts, images and assumptions regarding the future for the purpose of visualization and formulation of desired outcomes to be achieved, sequential activities necessary to achieve those outcomes, and limits on acceptable behavior to be used in their accomplishment."

The purpose of planning is fundamentally of two fold: to determine appropriate goals, and to prepare for adaptive and innovate change (Forojalla, 1993:40). Planning in education, as in any thing else, consists essentially of deciding in advance what you want to do and how you are going to do it, Williams (in Forojalla, 1993:39). Therefore, since other functions of management are serving as a means of carrying out the decisions of planning, it is the major contributor to the success and productivity of any organization whether it is educational or business.

There are two major kinds of planning which have different purpose: Strategic planning and management planning. Strategic planning involves the determination of polices and establishment of new goals and objectives. Where as, management planning is concerned with the efficient attainment of objectives that have already been established, and should be utilized in every state and local school system and educational institutions (Morphet, Jesser and Ludka, 1972:44). On the other hand, Marshall (1992) identified four major types of planning exercises: strategic, tactical, contingency and managerial. According to him, a strong, more capable and efficient organization can arise by defining how its members support the over all strategies.

Accordingly, Bush and Burnham (1994:94) argue that educational planners and managers should encourage the participation of all the concerned stakeholders in the planning process because participation in the preparation process motivates them effectively to participate in the implementation process.

However, there are problems in educational planning, especially, in Africa. Mbamba (1992:72) 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 projects, 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.

In summary, knowledge of the planning function involves defining the organization's objectives, establishing an overall strategy for achieving these goals and developing comprehensive hierarchy of plans to integrate or coordinate activities. Thus, to make educational organizations effective, care must be given to the planning function of management because the functions of organizing, leading, staffing and budgeting are only the means of carrying out the decisions of planning.

#### ***2.1.1.2. Organizing***

Once planning is done, organizing to get the job done is the next task. According to Hersey, Blanchard, and Johnson (1998:10) once plans have been made, organizing involves bringing together resources-people, capital, and equipment-in the most effective way to accomplish the goals. Organizing, therefore, involves an integration of resources. Since, it is defining the working relationships that allow workers to achieve organizational goals; the organizing stage provides direction for achieving the planning results.

Organizing is the process of establishing formal relationships among people and resources in order to reach specific goals and objectives. Organizing process, according to Marshal (1992), involves five steps: determining the tasks to be accomplished, sub dividing major tasks in to individual activities, assigning specific activities to individuals, providing necessary resources,

and designing organizational relationships needed. For Ayalew (1991:55), the purpose of organizing is to give each person a separate, distinct task and to ensure these tasks are coordinated in such a way that the organization accomplishes its goals. Similarly, Donnelly, Gibson and Ivancevich (1992:200) point out, the purpose of the organizing function is to achieve coordinated effort through the design of a structure of task and authority relationships.

According to Robbins et al (2000), organizing encompasses organizational structure and design as well as human resource management. Organizational structure is a system of interrelated jobs, group of jobs and authority. Thus, it is a formal decision making framework by which job tasks are divided, grouped and coordinated. For Donnelly, Gibson and Ivancevich (1992) organizational structure is the anatomy of the organization, providing a foundation within which the organization functions. Thus, similar to the anatomy of the living organism, the structure of an organization acts as a framework. Therefore, the type of structure formulated can affect or facilitate organizational effectiveness.

Organizations 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 very few individuals at the top level. Where as, if authority is distributed among many managers, then one can see a decentralized structure (Ibid: 205).

However, it is almost impossible to establish any clear-cut common trend in the adoption of decentralization practices. One can see that the reforms to decentralize educational organizations and management have been promoted by different compelling factors in different countries (Govinda, 1997:23).

Another important point to be raised in regards to organizing function is the staffing and human resource aspect. As rightly stated by Szilagi (in Melaku, 1992:1), "It is the human resource that supply the talent, skills and creativity and their efforts and leadership to effectively and efficiently utilize other resources for the successful realization of desired organizational objectives." Hence, organizational success is related to appropriate human resource planning, regardless of whether it is the hiring of a secretary for the woreda education office or a teacher for a particular school.

Therefore, the Woreda Education Offices of SNNPR should give due consideration for the recruitment, selection, orientation and training aspects in order to obtain competent, qualified and effective human resources.

### **2.1.1.3. Leading**

Though there is no consensus among scholars regarding its meaning, many politicians, business men, sociologists and the like, have used the term leading usually (Worku, 1999:217). But all have their own connotations to the concept depending on the context on which they use it.

The confusions concerning leadership and its effectiveness is stated by many writers (Yukl, 1989). Regarding this, Salancik et al (in Yukl, 1989:267) state:

*There is perhaps no area of study in organizational behavior which has more blind alleys and less critical knowledge than the area of leadership. Practitioners and researcher alike have grouped for years with such questions as: what is leadership? How does it work? How does one become an effective leader? Yet after many years of investigation, it appears we have no ready, useful answers.*

However, leading, according to many writers, includes energizing and influencing workers so that they understand the part they play in achievement of organizations goals. For instance, House (2004:15), defines leadership as "the ability of an individual to influence, motivate, and enable 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 achievement of individual, group and organizational objectives.

Similarly, Robert, et al (in Hersey, Blanchard and Johnson, 1998:91), define leadership as "interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of specialized goal or goals. Thus, a leader, in formal organizations, has to be knowledgeable in both setting attainable organizational objectives and in communicating and influencing employees toward the achievement of these goals. The success or failure of any organization mainly depends on the existence of dynamic and effective leadership or the lack of it. In managing no matter how competent some one is as a manager, decision maker, his ultimate success will depend up on whether he is able to lead others (Chandan, 1997:298).

Regarding the importance of the process of influencing subordinates, (Ivancevich and Matteson (1990:34), argue that even though planning and organizing provide guidelines and directives in the form of plans, job descriptions, organizational charts and policies, it is people who do the work. To be effective, managers must take in to account the unique needs, aspirations, personalities and attitudes and some how direct them toward common purposes. Accordingly, leading for Robbins et al (2000:10) includes motivating subordinates, directing others, selecting the most effective communication channels, and resolving conflicts.

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, control over designed rewards, situational factors, and the organization's corporate culture (Steers, 1991:397). According to him, these constraints could be improved through better managerial selection and placement, leadership

training, rewarding appropriate leader behavior, rewarding 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. Thus, ineffectiveness in leading function with no question leads to organizational ineffectiveness. Therefore, educational managers at woreda education offices in SNNPR state have to be effective leaders in order to bring their offices organizational effectiveness.

#### ***2.1.1.4. Controlling***

The controlling function includes activities that managers undertake to assure that actual outcomes are consistent with planned outcomes. For Robbins et al (2000:1) controlling is monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviations. To ensure that things are going as they should, managers must monitor performance.

According to Ivancevich and Matterson (1990:34), three basic conditions must exist to undertake control: standards (norms of acceptable outcomes), information (actual and planned outcomes must be compared using appropriate and reliable information), and corrective action (if actual outcomes are ineffective, managers must take corrective actions). Similarly, for Hersey, Blanchard and Johnson (1998:11) controlling function involves feedback of results and follow-up to compare accomplishments with plans and to make appropriate adjustments where outcomes have deviated from expectations.

In general, after the goals are set (planning function), the plans formulated (planning function), the structural arrangements determined (organizing function), the people hired, trained and motivated (leading function), something may still go wrong. This situation calls for the process of follow

up, if there are any significant deviations, it is management's job to get work performance back on track. Therefore, controlling is one of the crucial functions of management where its effective performance could lead to organizational success and effectiveness.

## **2.2. Decentralization and Organizational Performance**

Decentralization covers a broad range of concepts and each type has different characteristics, policy implications, and conditions for success. A basic conception common to most definitions, however, is that decentralization is a transfer of some form of authority from the center to the local level (Naidoo and Kong, 2003; Govianda, 1997; Welsh and McGinn, 1999).

The central motives and justifications about decentralized management include: increasing efficiency and accountability, increasing democratization and community participation, limiting the power of some groups, mobilizing resources, becoming more responsive to local needs, and devolving financial responsibility (Welsh and McGinn, 1999; UNESCO, 2005b). Thus, these justifications imply a positive impact of decentralization on improving organizational performance at local level.

### ***2.2.1. Decentralization of Educational Management***

#### ***Functions***

Similar to more broad decentralization, educational decentralization could be defined in terms of shifts in authority from one location or level of educational organization to another (Welsh and MCGinn, 1999). This may include moving financial control to regional or local levels. At the local level it may involve moving certain responsibilities nearer to the school level and class room, strengthen some decision making areas and weakening others, empowering parents and communities and curbing professionals' control and inserting the style and substances of modern business and financial management (Arnott and Raab, 2000).

According to Lauglo and McClean (1985) rationales for decentralization in education are administrative, political and ideological. For Paqueo and Lammert (2000), administrative rationales are concerned with the most efficient means of achieving particular educational goals. Thus administrative rationales go with efficient use of resources. Regarding this, Prawda (1993) pointed out that local decision-making in education will alleviate problems of access to schooling, wastage, and mismanagement. Similarly, Fiske (1996) argue that decentralization will improve the quality of teaching and learning by locating decisions closer to the point at which they must be carried out, which will energize teachers and administrators to do a better job.

According to McClean and King (1999) a variety of specific management functions may be distributed among different levels of a decentralized educational management system. These functions include:

- Organization of instruction: text books, teaching methods, curricula, schedule.
- Personnel Management: hiring/firing, pay, assigning teaching responsibilities, pre-service and in-service training.
- Planning and Structure: school openings/closings, course content, school improvement plans.
- Resources: expenditure, budget allocations.
- Monitoring and Evaluation: inspections and supervision, examinations.
- Education Management information systems.

### ***2.2.2. Experience of Countries with Decentralization***

#### **A. South Africa**

In South Africa, the Central Ministry of Education and its bureaucratic arm the National Department of Education set uniform norms and standards through legislation and regulations that prevail across all sites. However, they are not directly involved in the management and control of provincial education structure, district or schools. At the same time, the National

Government is responsible for funding the system. This is done through block grants to the provincial Government (Sayed, 2002).

The provincial government is the mediating agency between the state and organization of schools. At the same time, the responsibility for day-to-day management is located at the school, with the state taking responsibility for evaluation and monitoring actors' behavior within a national framework. In all provinces there are local level delivery structures to district offices (ibid).

District offices and officers are responsible for effective organization and running of operations within education districts; providing effective curriculum, management, and governance support to schools and school governing bodies; and functioning as an effective intermediary between schools and the regional and provincial education offices (Naidoo and Kong, 2003).

The public school Governing Bodies (SGBs) which are comprised of the principal and elected representatives of parents, teachers, non teaching staff, and (in secondary schools) learners, are responsible for determination of admission policy, setting language policy, marking recommendations on teaching and non teaching staff appointments, financial management of school, determination of school fees and fund raising (ibid). Thus, in South Africa, major functions of educational management are transferred down to the local level.

## **B. India**

In India since 1992 (after the 73rd and 74th constitutional Amendments), educational planning and management has been more decentralized to the local level. The aim of the Amendments was strengthening educational governance at the district and sub district levels through peoples' participation and a greater degree of accountability at local level. The district was recognized as the viable unit for educational planning and management (UNESCO, 2005b: 151). The center provides incentives and guidelines.

Accordingly, the decentralized functions to the district, block, and village levels include appointment and transfer of teachers, the construction and maintenance of school buildings, allocation of school development funds, the disbursement of teachers' salaries, the generation of local resources, academic supervision, etc. The school heads were also given more responsibility for creating positive teaching and learning environments and assisting the community in local planning (ibid).

However, the decentralization of educational governance has not been effective in many states of India due to limited revenue raising capacity and fiscal autonomy of local governments, resistance to devolution of power to local governments, and lack of professional and technical capacity at local level (Bardhan, 2003). Moreover, the "time spent on inspection by the District Education officer (DEO) had drastically declined in all states." The DEO has become more and more office bound and is saddled with grievance redressal tasks in a big way (Govinda, 1997).

Since, the district Education Officers and supervisors were over burdened mainly with the day to day administrative routines, the professional support provided to schools were very low. Therefore, when designing and implementating management reforms it is important to consider the number of personnel needed and the means to ensure qualified personnel are available at all levels of the system.

### ***2.2.3. Problems in the Implementation of Decentralized Functions***

Education decentralization efforts are not likely to have the desired effects if there is lack of resources, bureaucratic resistance, low capacity of local government, and the lack of consultation and coordination between different levels of government (Naidoo and Kong, 2003). Moreover, confusion about the new roles of central government ministries and inequalities in the resource

allocation as the case of Senegal can also affect its successful implementation (Ibid).

The slow progress of decentralization in education in some of the states of India is largely due to the fact that it has been put into practice hurriedly, without creating the basic enabling conditions (UNESCO, 2005b:183). Other problems for the successful implementation of the decentralization process could be ineffective organizational structures and weak management (Lockheed and Verspoor, 1991). Decentralization of service delivery in many developing countries has not produced the desired results primarily due to lack of institutional reforms and the required capacity for implementation (UNESCO, 2005b). Thus, successful implementation of decentralized functions, require many preconditions to be fulfilled before starting its process hurriedly.

#### ***2.2.4. Lessons Drawn***

Educational Decentralization in many African Countries appears to be often embedded in larger decentralization and political reforms taking place in the country, and is driven by many motives (often informal and/or hidden), such as reducing national budgets by transferring educational costs to sub national units, strengthening policy control at the national level under the guise of decentralization, establishing democratic roots after long periods of autocratic government or political turbulence (in South Africa, and Nigeria), and targeting national economic development (in Tanzania and Uganda)(Plank and Sykes, 1998; Naidoo and Kong, 2003).

Education decentralization efforts are not likely to have the desired effects if the chief motivation is cost reduction and a shifting of the financial burden from the center to under-resourced local communities. Decentralization policies have significant repercussions on resource mobilization and allocation, economic stability, service delivery and equity (Litvack, et al, 1998).

Effective education management reforms depend crucially on the improved capacity at local governments and mid-level administrations (Chapman 2002). Thus, it requires well developed plans and programs for development of training in a range of new individual skills and institutional capacities to assess education needs, monitor progress and provide supervision.

Successful implementation of decentralized functions will require improvement in leadership, teacher training, parent and teacher motivation, and peer group pressure (Hanson, 2000). Therefore, countries have to institutionalize pre requisite conditions before starting the decentralization endeavors.

### ***2.2.5. Remedial strategies***

According to Naidoo and Kong (2003), if countries embark on more decentralization and education management change, they should pay attention to the following:

- An appropriate organizational structure, capacity and resources to implement policies and programs;
- The transfer of financial management to deconcentrated administrative units (regional/ district level) or to schools and local community structures must be accompanied by the requisite capacity building,
- Documentation and research of education management needs including monitoring and evaluation of the process to ensure that best practices are shared and reinforced,
- There is a shortage of resources, including human resources to support education quality improvements. Therefore, when designing and implementing management reforms, it is important to consider the number of personnel needed and the means to ensure qualified personnel are available at all levels of the system.

Similarly, UNESCO (2005b) suggests the following areas of intervention for successful decentralization:

- Improving fiscal autonomy and resource base of local governments,
- capacity building of the local governments and community level bodies,
- Strengthening information base, monitoring and feedback mechanism,
- Empowering the deprived through capacity building and livelihood security.

## **2.3. Critical Areas of Managerial Practices**

### ***2.3.1. 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 importance in achieving organizational objectives (Jacobson, 2002; Ayalew, 1991). Leadership style could be broadly conceptualized as the style based on authority, based on relationships or the leadership continuum style.

The authority concept of leadership, researched by Kurt Lewin and his associates at the university of Iowa, has identified at least three basic styles of leadership: authoritarian, democratic and laissez-faire (Dennison and Shenton, 1987; Williams, 1978; Koontz, 1978; Boyett, 1996). Therefore, applying effective leadership style in a given situation is a very important factor for combining and integrating other significant factors influencing organizational effectiveness.

Accordingly, Fiedler (in Owens, 1987;42) states, it is simply not meaningful to speak of an effective leader or an ineffective leader; we can only speak of leader who tends to be effective in one situation and ineffective in another. Thus, the woreda education office managers as organizational leaders have to

use the appropriate leadership style, strategies and skills, based on their particular situation.

### ***2.3.2. Organizational Structure***

Organizational structures are the framework for getting work done (Armstrong, 1999b:131). To work effectively in organizations managers must have a clear understanding of organizational structure.

Viewing an organization chart on a piece of paper or framed on a wall, one sees only a configuration of positions, job duties, and lines of authority among the parts of an organization. However, organizational structure can be far more complex than that and... is the formal pattern of activities and interrelationships among the various sub units of the organization (Ivancevich and Matteson, 1990:13). Therefore, an organization survives and functions productively when all sub units work together.

Structures are crucial for organizational effectiveness because they define and clarify how the activities required are grouped together in to units, functions and departments; who is responsible for what; who reports to whom as well as the line of authority emanating from the top of the organization (Armstrong, 1999b:132).

Thus, the structural design of educational organizations has to be action oriented, conducive for team work and the one leads to the improvement of performance and effectiveness.

### ***2.3.3. Human Resource Development***

The quality of employees' performance, apart from the knowledge, skill, experiences and attitude they possess at entry stage in to the organization, more importantly depends on developing their competencies on the job so as to help them keep pace with the organization's changing environment and development needs.

Mondey and Noe, (1990:270), defines human resource development as a "Planned, continuous effort by management to improve employee competency level and organizational performance through training, education and development programs." Thus, employees at all levels of educational system need additional training to cope up with the changing environment.

No organization, including an education system, has a choice of whether to train its human resources or not. Money spent on the training and development of human resources is money well invested. Hence, educational system should undertake some training and development programs to up grade their personnel and hence, effectively achieve their goals. Armstrong (1999b:50), defines training as the systematic modification of behavior through learning, which occurs as a result of education, instruction, development, and planned experience.

Similarly Noe, et al (2000:53), define training as "a planned effort to facilitate the learning of job-related knowledge, skills and behavior of employees." Thus, training and development programs may be classified on the basis of the groups of persons for whom the programs are arranged and on the nature of the job for which these groups of persons should be trained.

This implies that recruiting, selecting, orienting and then placing employees in jobs may not bring success by it self. 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. Accordingly, the woreda education offices of SNNPR state, to effectively achieve their objectives, have to create a mechanism for training and developing their employees in order to make them cope up with the ever changing knowledge and skills in their work environment.

#### ***2.3.4. Skills in Communication and Decision Making***

Communication is the process of passing information and understanding from one person to another. Accordingly, organizational communication is

the process by which entities exchange information and establish a common understanding. Organizational communications correspond to the various methods organizations use to inform employees about matters management believes to be important. He further explained that good organizational communications can be a valuable means of increasing commitment. (Armstrong, 1999b:174).

To develop a well-committed workforce it is necessary to create and maintain an effective system of two way communications. Organizational survival is related to the ability of management to receive, transmit, and act on information. The communication process links the organization to its environment (Ivancevich and Matteson, 1990:15). Thus, effective managers recognize that communication is one of the vital processes that make organizations effective.

Effective communication requires responses that demonstrate interest, understanding, and concern for the follower, as well as for the follower's needs and problems (Hersey et al 1998:339). Therefore, managers have to learn on how to clarify their own messages and to receive messages accurately. Since the implementation of plans and programs within organization is possible only through effective communication, managers should be familiar with the variety of strategies exist for improving their communication process.

The quality of the decisions that managers make rests squarely on the accuracy and amount of information they receive from other employees and from the external environment and on the manner which they process that information (Steers, 1991:403).

Good communication system provides all the necessary information which enables the manager to take quality decisions in the proper time. Emphasizing this point, Hersey et al (1998:338) state that . . . good

communications are the lifeblood of any enterprise, large or small. Communications are essential to keep our entire organization functioning at maximum levels and to make the most of our greatest management resources-our people. Hence, good communication helps workers perform their duties without any delay, which leads to the smooth functioning of an organization. This, in turn, leads to organizational effectiveness of the woreda education offices. Good communications lead toward coordinated results.

Decision making process is another factor that could affect the effectiveness of any organization. If organizational effectiveness, according to Steers (1999:438) is defined as the ability to secure and utilize resources in the pursuit of organizational goals, the decision making processes that determine how these resources are acquired and used emerge as a central topic in organizational analysis. Therefore, managers have to vary their approach to decision making, depending on the particular situation and person or people involved. However, as Drucker (1966) has pointed out, "The most common source of mistakes in management decision making is the emphasis on finding the right answer rather than the right question. It is not enough to find the right answers; more important and more difficult is to make effective the course of action decided up on.

Hence, the quality of decision making in an organization, Ivancevich and Matteson (1990:15), 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 hasty decisions, have to try to collect detailed information on issues that can affect the quality of decisions and involve followers as much as possible depending on the situation. Because, people closest to the work are likely to know the most about solving problems in their areas, they should be involved in decisions

concerning those areas. Moreover, they are more motivated if they have some control over their work.

### **2.3.5. Strategic Planning**

Strategic planning involves determining organizational goals and how to achieve them. It is concerned with making and implementing decisions about an organization's future. Kaufman and Herman (1991: XVii) explain strategic plan as a dynamic, active process that scans current realities and opportunities in order to yield useful strategies and tactics for arriving at a better tomorrow. It involves educational partners in defining and supporting the purposes and mission. This implies that strategic planning is crucial in providing better understanding about the future and in motivating the organizations to respond proactively to the future uncertainties.

Kaufman (1995:113) argue that strategic plan preparation involves analyzing the educational system's strength, weaknesses, opportunities and threats in order to have clear guidance for one's decisions as one moves from current results toward his mission and macro mission and for building year by year toward achieving each of the close-in and distant mission objectives. Thus, while preparing strategic plan, one has to ensure that as many stakeholders as possible are involved in the planning process. Involving at least those who are responsible for implementing the plan is very crucial to improve organizational performance.

Nowadays, based on the effort made to decentralize educational management in Ethiopia, the woreda education offices have given the opportunity to manage the various aspects of education system in their locality within the context of the national education policy priorities.

Hence, by being one of the crucial functions of strategic management, strategic planning and its effective implementation is very essential for organizational effectiveness of the woreda education offices. Since it is future oriented, long term process, strategic plan preparation and its effective implementation help the woreda education offices in SNNPR not only be

reactive to the external pressures but also proactive in their approach to use their existing educational resources and structure for the improvement of education system of their locality.

### **2.3.6. Financial and Material Resources**

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, 1998:47) 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 (human and material) which are crucial for better managerial performance.

However, the existence of strong fiscal capacity alone does not guarantee the effectiveness of organizations, unless there is better financial management system. For Levacic (1989:6), financial management is concerned with using budgets to plan and control the deployment of real resources.

Budgeting according to Arnold and Tony (in Levacic, 1989:48) is a complicated process. An interactive process is involved in budgeting where the plans, intentions, ambitions and constraints of individual managers throughout the organization are submitted, reviewed, changed and ultimately, by reason of the authority of the budget controller and his committee, agreed. Thus, this reality dictates the management bodies of the woreda education offices be experienced and qualified to plan their fiscal financial resource and able to convince the concerned budget controlling body ( i.e. their woreda council) in order to obtain adequate budget for the effective achievement of their prioritized objectives.

### **2.3.7. Organizational Culture**

Organizations, whether big or small, business or educational, have their own unique culture. According to Owens (1987:166), 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 wellsprings from which the values and characteristics of an organization arise. For Morgan, (1997:138) organizational culture focuses on the values and beliefs of members of organization. Shared values, shared beliefs, shared meaning's shared understanding, and shared sense making are all different ways of describing culture.

Organizational culture encompasses both the managerial functions and 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, 1990:38). 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 conducive to performance improvement and the management of change. It can work against an organization by erecting barriers which prevent the attainment of corporate strategies. These barriers include resistance to change and lack of commitment (Armstrong, 1999b:119). Therefore, leaders, according to Bush (1998:43), have the main responsibility for generating and sustaining culture and communicating core values and beliefs both within the organization and to external stakeholders.

## **2.4. Local Capacity and Educational Management in Ethiopia**

### ***2.4.1. Education and Training Policy and strategies***

After the formulation of the Transitional and Federal governments, basic economic and social changes have been introduced in Ethiopia which emphasized the importance of the role of the regional administration for policy making and policy implementation (Derebsa, 1998:65). In this regard, the regions were created in 1991 and the decision making power and duties are divided between central and regional governments according to the proclamation no 41/1993.

When the Transitional Government came in to power, the educational structure of the country was highly centralized and was the host of many problems. Regarding this, the TGE (1994b:7) states, the educational organization is highly centralized, undemocratic, and inefficient, without the proper delineation of authority, responsibility and accountability. It lacks professionalism and had hardly any room for community participation. Thus, to alleviate these problems decentralization of education was one of the government's priorities which has as its main objective devolving power, authority, responsibility and human and financial resources from the central Ministry of Education to Regional, zonal and woreda levels (Derebsa, 1998:65).

Regarding the issue of decentralization, the TGE (1994a:98) states that educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Thus, to implement the decentralization policy, WEOs were established in 1993 in most regions of the country. Since then the WEOs have begun to manage and coordinate the educational activities of their respective woredas. They are concerned with planning, organizing, assembling resources, communicating, implementing

and coordinating, budgeting, finance and manpower management of their respective woredas to meet the educational needs of the local community closer to them ( MOE, 2002:7). Hence, the WEOs are expected to play significant roles through cooperative efforts, proper planning and management in order to improve the effectiveness of their respective organizations and to promote effectiveness of the decentralization endeavors.

However, for effective implementation of decentralization process, there has to be competent, trained, experienced and knowledgeable subordinates that can carryout responsibilities and make decisions at all levels of the education system (Seyoum, 1996). Moreover, the availability of financial and material resources is of a paramount importance for the woreda education offices to be effective in performing their duties and responsibilities.

#### ***2.4.2. Local Capacity Building and Civil Service Reform***

To be effective, organizations need capacities relevant to their missions. Without adequate talent, even a well equipped organization will fail to achieve its goals. Therefore, capacity building is a central element of education decentralization and management. In the context of decentralization and management reform systematic and integrand training for all those responsible at the local level is vital (Chapman, 2002),

Local capacity is one of the most important factors creating a well functioning decentralized civil service. Civil services at all levels of government need capable, motivated, and efficient staff in order to deliver quality services. When civil service functions and structures are decentralized, existing bureaucratic patterns must be reorganized as roles and accountability are shifted. Thus, decentralization intensifies the need for capable staff and increases importance of capacity building programs (Grindle, 1997).

In Ethiopia, to handle the capacity building programs, the Ministry of Capacity Building (and its regional state and woreda level offices) and Education and Training Boards (at woreda and kebele levels) are the key institutions introduced as part of devolution policy and strategy (Watson, 2005).

Civil service reform is usually a supporting strategy for more general decentralization in government operations or service delivery. Accordingly, the Ministry of Capacity Building in Ethiopia has prepared the civil service reform document in 2002. The focal areas of improvement according to the civil service reform program are the public service delivery, personal and professional ethics, financial management as well as higher level government officials management capacity improvement sub programs (MOCB, 2002).

Even if efforts have been made to improve the capacity of civil servants, there are indications of capacity constraints, functional overload and detachment from local realities at the federal Ministry of Education. Moreover, at the regional and woreda levels capacity and resource constraints are still real (Watson, 2005:15). Organizational effectiveness at the local level in the context of decentralization, however, calls for major prerequisites like provision of adequate resources (financial, human and material) and improving the local capacity through intensive training and development programs.

## **2.5. The Management of Education System in SNNPR**

The Southern Nation, Nationalities and Peoples Regional State was established on the basis of proclamation No 7/1992. The region consists of 56 Nations and Nationalities (ethnic groups). It is divided into 13 zones, 1 zonal level town administration and 8 Special Woredas. The zonal structure of this region is based on the ethnic and language grouping. In this regard, those ethnic groups with relatively similar language and cultures are categorized under the same zone. On the other hand, those ethnic groups which do not

share the language and culture of their neighboring zones are grouped as special woredas. In the region, the medium of instruction in the lower primary education level is the child's mother tongue.

In the region the smallest zone is Dawuro made up of five woredas and the biggest one is Sidama. In each woreda there is an education office that reports to the zonal education department (desk). Moreover, the special woreda education offices are reporting directly to the Regional Education Bureau. The organizational structure of the woreda and special woreda education offices are the same.

Moreover, in the region, there are town administration education offices having similar status with that of woredas. However, they have smaller organizational structure when compared to the woreda and special woreda education offices. Similar to that of the woreda education offices, they are reporting to the zonal education department (desk). All schools in these town administrations, including preparatory level schools are under the direct control and management of the town administration education offices (SNNPRS, 2005).

There are 374 kindergartens, 3,383 primary schools, 127 secondary schools, 72 government and non government TVET institutions and colleges in SNNPR. According to the regional statistical abstract of the year 2006, the gross enrolment rates of primary (1-8) and general secondary (9-10) level schools are 89% and 26.7% respectively. The student section ratios of primary and general secondary levels are 1:80 and 1:90 respectively. At the same time, the share of qualified teachers for upper primary (5-8) and general secondary (9-10) levels are 69.5% and 43% respectively. In the region there are four layers of educational management namely REB, Zonal Education Department, the woreda/ town administration education office and the school.

### **2.5.1. Roles and Responsibilities of WEOs in SNNPR**

According to the SNNPR state government organizations organizational structure study document (2005:95) the roles and responsibilities set for both woreda and special woreda education offices are similar. The following are some of these roles and responsibilities:

- Inspecting and controlling whether the educational quality of their respective woreda education system is up to the standard and providing professional support for the schools.
- Coordinating and facilitating the participation of NGOs, social and private institutions for the improvement of their woreda education sector.
- Making fair distribution of teachers among schools.
- Distribution of reference books and other educational materials to schools.
- Undertaking educational research and supervision.
- Establishing and managing non formal and primary schools in their respective woredas.
- Planning for, coordinating and facilitating community participation.
- Controlling and supporting the performance of PTA and the Education and Training Boards.
- Distribution of text books to primary schools.

## **CHAPTER 3**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation and analysis of data.

#### **3.1. Characteristics of the Respondents**

To obtain more dependable information, diversified groups of respondents such as Regional Education Bureau department heads, team leaders and experts; Zonal Education Department team leaders and coordinators; Woreda, Special Woreda, Town Administration Education Offices heads and team leaders; School principals; heads of Woreda Finance and Economic Development and Woreda Education and Training Board were involved to give information for the study.

The data were secured from Regional Education Bureau Department heads, team leaders and experts; Zonal Education Desk team leaders and coordinators; Education offices heads and team leaders; and Principals through questionnaires, while from the other two groups and the Regional Education Bureau head the information were obtained through interviews.

Furthermore, observation checklist and document analysis were conducted to secure additional data. The data gathered through questionnaires, interviews, observations, checklists and relevant documents were analyzed and interpreted.

In the process of data presentation, the respondent from Regional Education Bureau, Zonal Education Desk and schools were categorized under the same group as critical stakeholders for managerial practices in WEOs. Accordingly, the respondents from Woreda Education Offices were treated as the key actors for managerial practices in their offices. Moreover, in the process of data analysis woreda education office was used to represent all the

three offices (Woreda, Special woreda and Town Administration Education Offices).

A total of 124 copies of questionnaires were distributed to be filled out and returned to the researcher. All the questionnaires distributed to respondents at Regional Education Bureau and Zonal Education Department were completed and returned. On the other hand, out of 56 questionnaires distributed to respondents at Woreda Education Offices, 48 (85.7%) and out of 36 questionnaires distributed to Principals, 32 (88.9%) were filled in and returned. Then the data obtained from all the above-mentioned sources were presented in tables, organized, analyzed and interpreted.

**Table 1: Background Factors**

No	Items	Respondents												
		Higher level Education Officials and Experts (REB & ZED) (N=32)					WEOs (N =48)					Principals (N= 32)		Total
		No	%	No	%	No	%	No	%	No	%	% (No)		
1	Sex: a) Male	32	100	45	93.7	29	90.6	29	94.6 (106)					
	b) Female	-	-	3	6.3	3	9.4	3	5.4 (6)					
	Total	32	100	48	100	32	100	100 (112)						
2	Age: a) 20-25 years	-	-	-	-	4	12.5	4	3.8 (4)					
	b) 26-30 years	3	9.4	10	20.8	8	25	18.8 (21)						
	c) 31-35 years	5	15.6	11	22.9	12	37.5	25 (28)						
	d) 36-40 years	11	34.4	15	31.3	2	6.3	25 (28)						
	e) More than 40 years	13	40.6	12	25	6	18.7	27.7 (31)						
	<b>Total</b>	<b>32</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>100 (112)</b>						
3	Educational Qualification													
	a) MA/MSC	1	3.1	-	-	-	-	0.9 (1)						
	b) BA/BSC	22	68.8	11	22.9	4	12.5	33 (37)						
	c) Diploma	9	28.1	28	58.3	19	59.4	50 (56)						
	d) TTI	-	-	5	10.4	9	28.1	12.5 (14)						
	e) others	-	-	4	8.3	-	-	3.8 (4)						
	<b>Total</b>	<b>32</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>100 (112)</b>						
4	Field of specialization													
	a) EdAd/EdPM	10	31.3	8	16.7	-	-	16.1 (18)						
	b) Pedagogics	8	25	1	2.1	-	-	8 (9)						
	c) Subject Specialist	14	43.7	34	70.8	23	71.9	63.4 (71)						
	d) Others	-	-	5	10.4	9	28.1	12.5 (14)						
	<b>Total</b>	<b>32</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>100 (112)</b>						
5	Total years of Service in Educational Management													
	a) < 3 years	-	-	18	37.5	22	68.8	35.7 (40)						
	b) 3-6 years	8	25	11	22.9	7	21.9	23.2 (26)						
	c) 7-10 years	5	15.6	11	22.9	2	6.3	16.1 (18)						
	d) above 10 years	19	59.4	8	16.7	1	3.0	25. (28)						
	<b>Total</b>	<b>32</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>100 (112)</b>						

*N.B: Education Officials and Experts(REB & ZED) = Education officials and Experts at Regional and Zonal Levels.*

*WEOs = All the Members of Woreda Education Offices Management Committee (heads and team leaders)*

The purpose of questions raised in table 1 above was to see the background factors of the respondents. Thus, Table 1 depicts the data gathered on the distribution of respondents by sex, age, qualification and experience. Accordingly, the sex composition revealed that 94.2% were males and only 5.8% were females. This indicates that the participation of female educational managers in WEOs was insignificant.

As can be seen from Table 1, the age characteristics of respondents of WEOS were almost evenly distributed across alternatives given, i.e. 26-30 years (20.8%), 31-35 years (22.9%) 36-40 years (31%), and more than 40 years (25%). From this one can possibly infer that there was nearly equal number of respondents representing different age group.

Concerning qualification, only 22.9% of respondents from WEOs were degree holders. The rest majority 58.3% were diploma holders. However, according to the Regional Civil Service Agency document 2 positions per each Woreda Education Office required minimum of Bachelor degree and above. Therefore, only 11 Bachelor degree holders from 12 sampled Woredas were far less than the required 24. From this it is possible to deduce that the majority of educational managers and experts in sampled woredas were without the required level of qualification.

As can be observed in Table 1, a few, only 16.7% of respondents form WEOs, were graduates of educational management; the rest majority 70.8% were subject area specialists. Based on this, one can infer that team leaders and experts at WEOs who were engaged in guidance, leadership, planning, and supervision activities might not be familiar with the required managerial functions, principles and theories.

Finally, item five in Table 1, revealed that though there were reasonably experienced personnel in the WEOs, a considerable number (37.5%) fall in service years below 3 years. Moreover, the school principals were believed to be the nearest stakeholders to perform various decentralized

management functions in collaboration with the WEOs, but the majority 68.8% were less experienced (below 3 years) in educational management. It seems that the WEOs managers and experts were better experienced but school principals were less experienced.

### **3.2. Functions Decentralized to WEOs**

The individual employee is responsible for being effective in his or her job because effective performance of the assigned job by every member has a positive impact for organizational success. However, an employee can try to perform well if he realizes the roles and responsibilities exactly expected from him/her. Accordingly, personnel at WEOs could try to do their best if they realized exactly each of decentralized functions transferred to the woreda level. At the same time, the Regional Education Bureau and Zonal Education Departments could support, monitor and evaluate the performance process of WEOs if they know what the functions were expected to be carried out at woreda level.

In light of these, functions decentralized to WEOs according to SNNPRs (2005) organizational structure document and those actually carried out sometimes at Zonal level and at other times by the WEOs without clear cut procedures were listed in Table 2. The intention was to examine how well the Regional, Zonal, Woreda and School levels realized the decentralized function expected to be carried out by the WEOs.

**Table-2 Responses on the Decentralized Functions Expected to be carried out at Woreda Education Offices.**

No	Items	Respondents											
		WEOs (N=48)						Critical stakeholder s					
		Carried out		Not carried		I don't know		Carried out		Not carried		I don't know	
No	%	No	%	No	%	No	%	No	%	No	%		
1	<b>Planning and Budgeting</b>												
	1.1 Make projections on enrolment and resource requirement	48	100	-	-	-	-	64	100	-	-	-	
	1.2. Prepare recurrent budget request document	44	91.6	1	2.1	3	6.3	62	96.9	2	3.1	-	
	1.3. Prepare Capital budget request document	30	62.5	11	22.9	7	14.6	54	84.4	10	15.6	-	
2	<b>Organizing</b>												
	2.1 Recruit and assign teachers in secondary schools	27	56.3	17	35.4	4	8.3	36	56.3	28	43.7	-	
	2.2 Recruit and assign teachers in primary schools	47	97.9	1	2.1	-	-	64	100	-	-	-	
	2.3. Allocate budget to schools	47	97.9	1	2.1	-	-	62	96.9	2	3.1	-	
	2.4 Establish primary schools	46	95.8	2	4.2	-	-	62	96.9	2	3.1	-	
	2.5 Distribute reference books and other education materials to schools	47	97.9	1	2.1	-	-	60	93.8	2	3.1	2	
	2.6 Establish and manage non formal education centers	43	89.6	4	8.3	1	2.1	58	90.6	2	3.1	2	
3	<b>Leading</b>												
	3.1 Coordinate and facilitate the participation of NGos, social institutions and private investors	46	95.8	2	4.2	-	-	58	90.6	6	9.4	-	
	3.2 Undertake and coordinate educational research and supervision	44	91.6	4	8.3	-	-	60	93.8	1	1.6	3	
	3.3 coordinate and facilitate community participation	46	95.8	2	4.3	-	-	62	96.9	2	3.1	-	
	3.4 coordinate and support the performance of PTAs and ETBs.	48	100	-	-	-	-	62	96.9	2	3.1	-	
	3.5 Organize short term trainings for both teachers and administrative personnel	45	93.8	3	6.3	-	-	64	100	-	-	-	
4	<b>Controlling</b>												
	4.1 Inspect and control the implementation of both primary and secondary school curricula	48	100	-	-	-	-	64	100	-	-	-	
	4.2 Follow the maintenance and rehabilitation of school buildings	46	95.8	2	4.2	-	-	64	100	-	-	-	
	4.3 check whether instructional materials are properly utilized in schools	48	100	-	-	-	-	62	96.9	-	-	2	

*WEOs= Respondents from Woreda Education Offices.  
critical stakeholders= Respondents from REB, ZED and School principals.*

Table 2 was designed to identify the extent to which the respondents realized the decentralized functions to be carried out at woreda level. Accordingly, as can be seen in Table 2, vast majority of the decentralized functions listed were considered by all of the respondents as those to be carried out at WEOs. Of these, the management of primary education system and allocation of budget to schools were among the major decentralized functions well realized.

However, significant numbers of respondents from both groups were confused with some functions. In this regard, 43.7% of respondents from critical stakeholders and 35.4% from WEOs replied that recruitment of secondary school teachers was not the responsibility of the WEOs. On the other hand, 56.3% critical stakeholders and a similar number (56.3%) of respondents from WEOs reported that recruitment and assignment of teachers for secondary schools were part of the decentralized functions to be carried out by the WEOs.

Concerning the preparation of capital budget document 84.4% of critical stakeholders (school principals, REB and ZED), and 62.5% of respondents from WEOs were thought that this function was among the functions to be carried out at WEO level. On the other hand, 15.6% of respondents from critical stakeholders and 21.3% from WEOs replied that this function was not among the responsibilities to be carried out by the WEOs.

In general, even if there seems consensus in the responses of all of the respondents regarding the decentralized functions to be carried out at WEOs, there were confusions with some of the decentralized functions (such as recruitment of teachers for secondary schools and capital budget request document preparation).

### **3.3. Status of Management Functions as Viewed by the Respondents**

It is obvious that effective organizational performance is the result of performing managerial functions such as planning, organizing, leading and controlling well. It is through planning that managers assess the future, determine the goals of organization and develop the over all strategies to achieve these goals. In addition, the organizing stage provides directions for achieving the planning efforts. Moreover, it is through leading that better work environment is created in which people can do their best work. Finally, it is through controlling that managers assure that the intended results are achieved as planned.

With this general understanding some areas of educational management functions were framed and asked in order to assess their performance status in WEOs. Accordingly, responses were gathered using five point Likert scale of very poor (1), poor (2), moderate (3), good (4), very good (5). The mean scores achieved from the data analysis were interpreted as, 0.05-1.49 very poor, 1.5-2.49 poor, 2.5-3.49 moderate, 3.5-4.49 good and 4.5-5.00 very good. Moreover, the achieved mean scores were used for further statistical analysis, to examine whether there was statistically significant difference between the mean responses of the two groups of respondents.

**Table-3 Views of the Respondents on the Status of Planning function**

NO	Performance areas	Respondents																			
		WEOs (N=48)						Critical stakeholders (N=64)						Mean							
		1		2		3		4		5		1		2		3		4		5	
		% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)
1	Gathering detailed information before plan preparation	20.8 (10)	29.2 (14)	35.4 (17)	14.6 (7)	-	2.43	25 (16)	31.2 (20)	34.4 (22)	6.3 (4)	3.1 (2)	2.31								
2	Habit of preparing attainable and realistic plans	4.2 (2)	27.1 (13)	50 (24)	16.7 (8)	2.1 (1)	2.85	15.6 (10)	28.1 (18)	37.5 (24)	12.5 (8)	6.3 (4)	2.66								
3	Contents used in plan preparation	8.3 (4)	12.5 (6)	60.4 (29)	10.4 (5)	8.3 (4)	2.97	9.4 (6)	15.6 (10)	50 (32)	15.6 (10)	9.4 (3)	3.00								
4	Participation of Stakeholders in the Process of Plan preparation and implementation	20.8 (10)	29.2 (14)	35.4 (17)	12.5 (6)	2.1 (1)	2.45	21.8 (14)	28.1 (18)	43.8 (28)	3.1 (2)	3.1 (2)	2.37								
5	Follow up and Evaluation mechanisms used in plan implementation process	6.3 (3)	16.7 (8)	54.2 (26)	18.7 (9)	4.2 (2)	2.97	3.1 (2)	18.8 (12)	56.2 (36)	12.5 (8)	9.4 (6)	3.06								
6	Resources (both material and financial) allocated to plan implementation	16.7 (8)	41.7 (13)	35.4 (17)	4.2 (2)	2.1 (1)	2.33	28.1 (18)	40.6 (26)	12.5 (8)	9.4 (6)	9.4 (6)	2.31								
	Average Mean Score												2.67								
	Variance												0.086								
													0.118								

t-test value = 0.833

**Key:- Very poor=1, Poor =2, Moderate =3, Good=4, Very good =5.**

-WEOs- all the respondents from Woreda Education offices

- Critical stakeholders- respondents from REB, ZED and school principals.

Questions raised above in Table 3 were some of the performance areas of planning function and the intension was to examine the status of planning function in the sampled WEOs. To this effect, the critical stakeholders and respondents from WEOs were asked to forward their views (judgment) on the performance status of planning function.

Accordingly, the mean scores of performance item, 2, 3, and 5 fall above 2.5 for both groups of respondents. This indicates the planning function in relation to preparing attainable and realistic plans, contents used in plan preparation, and follow up and evaluation mechanisms used in the process of plan implementation were carried out moderately or fairly with mean scores ranging between 2.5-3.49. Since all other functions are means of carrying out the decisions of planning, organizational success is very much dependent on the existence of good planning culture. In this regard, moderate (fair) performance status of planning function related issues may not guarantee the existence of good managerial practices in WEOs.

As revealed in Table 3, the status of gathering detailed information from the concerned sources before plan preparation was poor with mean scores below 2.5 (2.43 and 2.31) for both groups of respondents. Contrary to this, 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. Thus, it could be said that educational planning decisions at WEOs were hampered due to incomplete and inadequate information flow.

In addition to this, the mean scores of responses on participation of concerned stakeholders in the process of plan preparation and implementation were below 2.5 (2.45 and 2.37) for both groups of respondents. However, involving all concerned stakeholders in plan

preparation has a positive effect in the process of plan implementation. Therefore, it can be inferred that the plan implementation process in WEOs was affected by inadequate involvement of stakeholders in plan preparation.

Having the best plans in a blue print is meaningless unless they are implemented. Inadequate provision of resources (especially financial and material) among other things can affect the plan implementation process negatively because finance is considered as the blood stream of any organization, without which other activities could not be carried out. In relation to this, item 6 in Table 3 asks the extent to which financial and material resources were allocated for plan implementation. Accordingly, the mean scores of responses were below 2.5. (2.31 and 2.40) for both groups of respondents. This implies that the status of resource allocation for plan implementation was poor in WEOs. Therefore, one can deduce that the plan implementation process in WEOs was affected due to inadequate provision of financial and materials resources.

Moreover, interviews were forwarded for the heads of Regional Education Bureau, Woreda Education and Training Boards as well as Woreda Finance and Economic Development Offices, concerning the performance status of planning function in WEOs. According to them, though there have been relatively better performance of planning function at woreda level, there were problems of preparing over ambitious plans with out considering the financial resource capacity of the woreda at large; high turn over of experts trained in the areas of planning; low participation of stakeholders; low commitment and low information flow and its management.

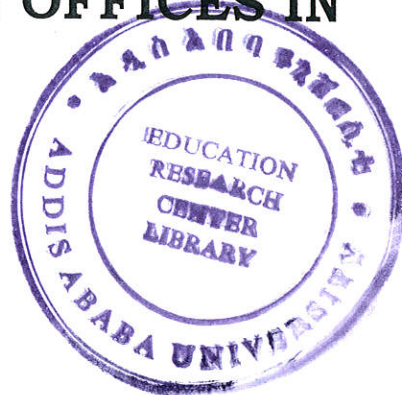
The overall analysis of the responses of respondents show that the status of planning function of WEOs was moderately rated on preparing attainable plans (weighted mean =2.74), contents used in plan

preparation (weighted mean = 2.98), and follow up and evaluation of plan implementation (weighted mean = 3.02). However, it was hampered by less detailed information (weighted mean = 2.38), low participation of stakeholders (weighted mean = 2.42) and inadequate resource allocation (weighted mean = 2.32) in the preparation and implementation stages.

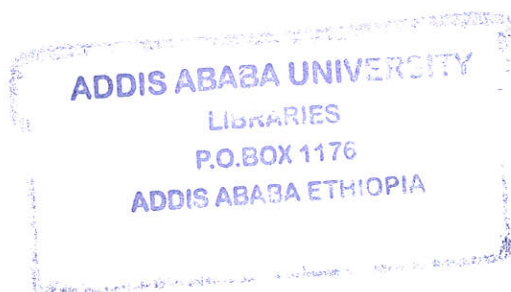
Further statistical analysis was used to test significant difference between the two mean responses. Thus, t-test at 0.05 level of significance shows that, the calculated t-value (0.833) is less than t-critical value (2.021). This implies that there is no significant difference in the average mean responses of the two groups of respondents.

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE STATUS OF MANAGERIAL PRACTICES  
IN WOREDA EDUCATION OFFICES IN  
SNNPR**



**BY  
ASSEFA BEYENE**



**ADDIS ABABA  
JULY, 2007**

**Table 4. Views of the Respondents on the Status of Organizing Function**

No	Items	Respondents														
		Rating Scores														
		WEOs (N=48)					Critical stakeholders (N=64)					Mean				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	Mean	
% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)		
1	Suitability of Organizational Structure	14.6 (7)	37.5 (18)	35.4 (17)	10.4 (5)	2.1 (1)	28.1 (18)	28.1 (18)	12.5 (8)	25 (16)	12.5 (8)	6.2 (4)	2.47			
2	clarity of job descriptions (who will do what)	4.2 (2)	25 (12)	43.8 (21)	22.9 (11)	4.2 (2)	12.5 (8)	21.9 (14)	21.9 (14)	43.8 (28)	28.1 (18)	12.5 (8)	3.09			
3	Fairness of responsibilities distributed to each position	8.3 (4)	20.8 (10)	37.5 (18)	29.2 (14)	4.2 (2)	9.4 (6)	12.5 (8)	28.1 (18)	34.4 (22)	18.8 (12)	15.6 (10)	3.09			
4	sufficiency of authority delegated in each position	6.2 (3)	20.8 (10)	50 (24)	16.7 (8)	6.2 (3)	3.1 (2)	28.1 (18)	40.6 (26)	12.5 (8)	9.4 (6)	6.2 (4)	2.66			
5	The match between required level of qualification and activities to be performed in each position	4.2 (2)	22.9 (11)	43.8 (21)	27.1 (13)	2.1 (1)	18.8 (12)	21.9 (14)	46.8 (30)	12.5 (8)	25 (16)	9.4 (6)	2.25			
6	Clarity of reporting system designed	16.7 (8)	22.9 (11)	47.7 (20)	16.7 (8)	2.1 (1)	2.63	2.44	0.05							
	<b>Average Mean Score</b>															
	<b>Variance</b>															

**t-test value = 1.194**

**Key:- Very poor=1, poor=2 moderate = 3, good = 4, very good= 5**

*WEOs = Respondents from woreda Education Offices.  
Critical Stakeholders = Respondents from REB, ZED and school principal.*

Since organizing provides directions for achieving the planning efforts, some of the elements of organizing function were raised in Table 4 in order to assess the performance status of them in the area under the study. As a result, Table 4 above depicts respondents view on the status of organizing function in WEOs. In relation to this, the mean scores of both groups of respondents for item 2,3, 4 and 5 were above 2.5. This indicates that the clarity of job descriptions, the responsibilities distributed to each position, the sufficiency of authority delegated in each position, and the much between required level of qualification and activities to be performed in each position were moderately undertaken as part of organizing function in WEOs. However as can be seen from the frequency distribution, a significant number of respondents from both groups replied that the above mentioned items were still in their poor status.

With regard to suitability of organizational structure, the mean score of responses of respondents from critical stakeholders was 2.47 which is below 2.5). Similarly, the mean score of responses of the WEOs was (2.47) which is also below (2.5). Thus, for both groups of respondents organizational structure was poorly suitable for effective performance of the decentralized functions expected to be carried out by WEOs.

Moreover, as can be seen in Table 4, the clarity of reporting system designed was poor on the eyes of critical stakeholders with mean score of 2.25 which is below 2.5. Where as, the mean score of responses of the WEOs respondents was 2.63 which was above 2.5 indicated that the status of clarity of reporting system was moderate. However, a considerable number, 39.6% of respondents from WEOs were supported the idea that the clarity of responding system (Unity of Command) designed for WEOs was poor.

Furthermore, interviews were made with the heads of the Regional Education Bureau and the Woreda Education and Training Boards concerning organizing function related issues. Accordingly, the head of the Regional Education Bureau replied that due to functional departmentaiton method employed for WEOs, the heads of WEOs were over burdened with overall performance of their organization. In addition, the decision making process has been extremely affected, because those delegated by the head in his absence for various reasons were not confident enough to make timely decisions. As a result many issues which require timely decisions were waiting for the head until he returned back.

Moreover, according to him, the organizational structure lacked clearly identified reporting system (clear chain of command). As a result, WEOs, have been accountable for two bosses (for the Woreda Council and ZED). Finally, according to the heads of woreda Education and Training Boards, there were activities transferred to the WEOs with no position and position holders identified in the structure to handle them.

In general, the purpose of the organizing function is to make the best use of the organization's resources to achieve organizational goals. However, as indicated in Table 4 and the responses of the interview made, one can infer that the status of organizing function was poor in terms of appropriateness of organizational structure (weighted mean = 2.47) and clarity of reporting system designed (problems in the area of unity of command, weighted mean = 2.44).

In order to observe whether significant differences exist between the two independent means, the t-test at 5% level of significance was used. Thus, it was found that the t-test value calculated (1.194) less than the t-test table value (2.021) indicating that there was no significant difference between the responses.



11	Knowledge in Educational Management	14.6 (7)	14.6(7)	39.6(19)	20.8(10)	6.3 (3)	2.97	15.6(10)	40.6(26)	21.9(14)	15.6(10)	6.3(4)	2.56
12	Readiness to take responsibility	8.3 (4)	12.5 (6)	50 (24)	20.8(10)	8.3(4)	3.08	21.8(14)	37.5(24)	25(16)	9.4(6)	6.3(4)	2.41
13	Level of commitment and initiation	8.3 (4)	27.1 (13)	37.5 (18)	25(12)	2.1(1)	2.85	15.6(10)	28.1(18)	21.9(14)	18.8(12)	15.6(10)	2.91
14	Existence of leadership qualities like flexibility, openness, etc	12.5 (6)	29.2 (14)	35.4 (17)	16.7(8)	6.3(3)	2.75	18.8(12)	37.5(24)	12.5(8)	12.5(8)	18.8(12)	2.75
15	Efficiency in utilization of resources	2.1 (1)	22.9 (11)	29.2 (14)	33.3(16)	12.5(6)	3.31	6.3(4)	31.2(20)	40.6(26)	12.5(8)	9.4(6)	2.88
16	Existence of participatory decisions making process	8.3 (4)	27.1 (13)	45.8 (22)	14.6(7)	4.2(2)	2.79	12.5(8)	46.8(30)	31.2(20)	6.3(4)	3.1(2)	2.40
	<b>Average Mean Score</b>						2.92						2.64
	<b>Variance</b>						0.086						0.086
<b>t-test value = 5.714</b>													

Key:- Very poor= 1, Poor=2, Moderate (fair)= 3, good = 4, Very good =5

Leadership capacity is one of the key capacity areas of managerial practices. In light of this, Table 5 was designed to identify the views of the respondents regarding performance status of leading function in WEOs. Accordingly, the mean scores of item 1, 5,6, 8,9,10, 11, 13,14 and 15 were lay above 2.5 (between 2.5-3.49) for both groups of respondents. This indicates the performance status of leading function in relation to existence of clear rules and regulations, efforts made to create awareness on rules and regulations, provision of various benefits to workers with out bias, ability to solve problems, existence of flexibility and openness as well as efficiency in resource utilization were found to be moderate.

Though strategy development to achieve objectives set is a key performance area related to planning, effective leaders can initiate, direct and coordinate its process. Thus the second item in Table 5, focused on the presence of clear strategies to achieve the objectives. In this respect, the weighted mean score of the respondents was 2.49 which is below 2.5 and implies that the performance status of coordinating and directing strategy development process was poor in WEOs.

Effective leaders tend to combine the authority of positions with the power conferred by the group- which is evoked by leaders who identify with the followers' needs and expectations and typically use more general supervisory methods that tend to be focused on results than activities. If a leader is fail to attempt the human factor, conflict and disagreement may arise, motivation will decrease, turn over and absenteeism will increase and eventually such problems have a negative impact on out put. In relation to this, the third item in Table 5 provides the extent to which attention was given for both work accomplishment and workers satisfaction in WEOs. Accordingly, the weighted mean score of respondents was 2.48 which was below 2.5. This indicates that the attention given for both work accomplishment and workers satisfaction was low (poor). Hence, this could affect the motivation of

employees in WEOs to perform effectively the decentralized functions transferred to Woreda level.

With regard to professional support provided to schools, the weighted mean scores of responses of both groups of respondents was 2.48 which is below 2.5. This also indicates that the status of professional support provided to schools was poor. However, it is believed that the success of WEO in achieving its objectives is the cumulative effect of the success of schools under its supervision. In this regard, WEOs have to support the schools' operations through professional supervision and frequent follow up. Thus, the WEOs objectives achievement process could be affected, as a result of inadequate professional support provided to schools.

Participatory decision making is another area which indicates presence of good leadership where by those subordinates involved in decision making process are assumed to be motivated towards better performance. In this respect, the last item in Table 5, treats whether participatory decision making process existed in WEOs or not. Accordingly, the status of participatory decisions making process was poor on the eyes of the critical stakeholders (school principals REB and ZED) with mean score of 2.40. Whereas, for WEOs there was a moderate (fair) level of subordinates' participation in decisions making with mean score of 2.79 which is above 2.5 (between 2.5-3.49). However, the response pattern in Table 5 shows, from the frequency distribution in the column where WEOs found, a considerable number (35%) of them supported the view that the participation of subordinates in decision making process was poor. Thus, it is possible to say that the implementation process of the decisions may be affected in WEOs.

In general the overall analysis of the responses of the respondents show that the establishment of clear organizational rules and regulations (weighted mean =3.12), efforts exerted in creating awareness on rules and regulations

(weighted mean = 3.10) fair treatment of employees (weighted mean = 3.05) and problem solving capacity (weighted mean= 3.08) were some of moderately exercised leading functions. However, attention given for both work accomplishment and workers satisfaction (weighted mean = 2.47) professional support provided to schools (weighted mean =2.48) and efforts exerted in preparing short term training at Woreda level (weighted mean = 2.42) were some of poorly exercised leading functions.

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 (5.714) is greater than that of t-table value (2.021) at 5% level of significance. Thus, the average mean responses of the respondents differ significantly.

**Table 6 Views of Respondents on the Status of Controlling Function**

No	Items	Respondents													
		Rating Scores													
		WEOs (N= 48)						Critical stakeholders (N=64)							
1	2	3	4	5	mean	1	2	3	4	5	Mean				
% (No)	% (No)	% (No)	% (No)	% (No)		% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)			
1	Provision of timely information to all concerned bodies (feed forward process used)	8.3 (4)	35.4 (17)	35.4 (17)	10.4 (5)	10.4 (5)	9.4 (6)	31.3 (20)	37.5 (24)	12.5 (8)	9.4 (6)	2.79	2.81		
2	Feedback Mechanisms used	8.3 (4)	33.3 (16)	45.8 (22)	8.3 (4)	4.2 (2)	12.5(8)	50 (32)	18.8 (12)	12.5 (8)	6.3 (4)	2.67	2.50		
3	Monitoring and Evaluation mechanisms undertaken	4.2 (2)	20.8 (10)	43.8 (21)	14.6 (7)	16.7 (8)	9.4 (6)	28.1 (18)	28.1 (18)	21.9 (14)	12.5 (8)	3.19	3.00		
<b>Average mean score</b>														<b>2.88</b>	<b>2.77</b>
<b>Variance</b>														<b>0.074</b>	<b>0.065</b>
<b>t-test value = 2.156</b>															

*Key= very poor, 1, poor =2, moderate = 3, Good =4, Very good =5,*

Controlling is one of the key management tools that leads toward better organizational performance. It facilitates to get better performance and regulate the efforts of the employees. Feed forward, 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 in plan implementation process in order to take corrective actions where necessary. At the same time, how well the organization is achieving its goals is assessed through monitoring and evaluation.

Based on the above general idea the first item in Table 6 asks on how well the WEOs provide timely information (feed forward) to all concerned bodies. Accordingly, the weighted mean score of responses was 2.80 which is above 2.5 (between 2.5-3.49) for both groups of respondents. This shows that the status of information provision by the WEOs to the concerned bodies was moderate.

With regard to the state of feedback process in WEOs, the critical stakeholders believed that it was poor with the mean score of 2.49 (below 2.5). Whereas, the WEOs seen it as it was in moderate performance status. At the same time, a significant number (41.6%) of WEOs respondents supported the view that the readiness of WEOs for feedback was poor. From this it is possible to deduce that most of the respondents believe that using feedback as a controlling tool was in poor performance status in WEOs.

However, it is possible to say that the WEOs were relatively well in the performance of monitoring and evaluation as a controlling tool with weighted mean score of 3.1 for both groups of respondents.

In general the over all analysis of the responses of the respondents show that the status of controlling function in relation to the provision of

timely information to all concerned bodies (feed forward process, weighted mean = 2.80), feedback procedures employed (weighted mean =2.58), and monitoring and evaluation process undertaken (weighted mean, = 3.10) was found to be moderate. This indicates that, of all management functions that have been performed in WEOs, the controlling function seems in a better level of performance.

Concerning the difference in average mean responses between the two groups of respondents, the t-test was calculated to check whether significant differences exist. Accordingly, the result of the calculated t-value at 5% significance level is 2.156 which is greater than the t-table value of 2.021. Thus, the average mean responses of the two independent groups of respondents differ significantly.

### **3.4. Capacity Related Factors**

Effective decentralization of educational management calls for improved capacity at local (woreda) level. Successful implementation of decentralization process could be ineffective when local organizational structure is not conducive and the local management is weak. Lack of institutional reforms and the required capacity for implementation can affect the performance of decentralized functions at local level. Thus, inadequate local capacity can negatively affect the managerial practices at Woreda level.

Based on this general understanding, some key capacity areas were raised to the respondents in order to identify whether they were adequately provided to the WEOs.

**Table 7-Responses on Capacity Related Factors**

No	Items	Respondents				<b>X<sup>2</sup></b>
		WEOs (N=48)		Critical stakeholders (N=64)		
		No	%	No	%	
1	Is the organizational structure enabled the woreda education offices to manage their activities effectively?					<b>0.293</b>
	a) Yes	22	45.8	26	40.6	
	b) No	26	54.2	38	59.4	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	
2	Is there clearly identified authority responsibility relationship in the education offices?					<b>4.082</b>
	a) Yes	31	64.6	54	84.4	
	b) No	17	35.4	10	15.6	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	
3	Do you think that are all of the employees in woreda education offices fulfill the minimum requirements expected?					<b>0.019</b>
	a) Yes	4	8.3	6	9.4	
	b) No	44	91.7	58	90.6	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	
4	Is there any orientation program for the newly recruited employees?					<b>4.468</b>
	a) Yes	37	77.1	36	56.3	
	b) No	11	22.9	38	43.7	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	
5	Are there adequate training programs to build the planning and management capacity at woreda education office level?					<b>1.294</b>
	a) Yes	19	39.6	16	25	
	b) No	29	60.4	48	75	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	
6	If yes, are they need based?					<b>0.125</b>
	a) Yes	8	42.1	6	37.5	
	b) No	11	57.9	10	62.5	
	<b>Total</b>	<b>19</b>	<b>100</b>	<b>16</b>	<b>100</b>	
7	Do you think that the budget allocated to the education offices was adequate?					-
	a) Yes	2	4.2	-	-	
	b) No	46	95.8	-	-	
	<b>Total</b>	<b>48</b>	<b>100</b>	-	-	
8	Do you think that the material resources in woreda education office are adequate					<b>4.527</b>
	a) Yes	2	4.2	8	12.5	
	b) No	46	95.8	56	87.5	
	<b>Total</b>	<b>48</b>	<b>100</b>	<b>64</b>	<b>100</b>	

- WEOs= Respondents form Woreda Education offices.

- **Critical stakeholders= Respondents from REB, ZED and school principals.**

- **X<sup>2</sup>** -Chi- square

The purpose of question items raised in Table 7 above was to see the extent to which the WEOs were supplied with the capacity related factors that could affect their managerial practices. Accordingly, the first item in Table 7 requests the respondents whether the organizational structure of WEOs enabled them to manage the decentralized activities effectively. In this respect, the majority of respondents, 59.4% from critical stakeholders and 54.2% of those from WEOs were confirmed that organizational structure did not enable the WEOs to carry out their duties effectively. On the other hand, 40.6% (26) of critical stakeholders and 45.8% (22) of respondents from WEOs believe that the structure did not enable the WEOs to be effective. Moreover, the chi-square test applied to these data was calculated ( $X^2 \text{ cal.} = 0.293 < X^2 \text{ crit} = 3.84$ ) at 5% significance level,  $df = 1$  and the value revealed that there is no statistically significant difference between the responses of the two groups of respondents. Therefore, organizational structure was not conducive to facilitate effective performance in WEOs.

Concerning the second item, the vast majority 84.4% of respondents from (REB, ZED and principals) and 64.6% of respondents from WEOs replied that the authority-responsibility relationship was clearly identified. The chi-square test ( $X^2 \text{ cal.} = 4.082 > X^2 \text{ crit} = 3.84$ ), at 5% significant level, where  $df=1$  also reveals that there is statistically significant difference between the responses.

Placing capable people in each job is directly related with productivity improvement. In order to maximize productivity, the employee skill level should match with task requirement. Therefore, it is believed that employees at WEOs can handle the duties of their positions, if they fulfill the minimum requirements.

Based on the above general idea the third item in Table 7 was designed to assess the perception of the respondents on whether all of the position

holders in WEOs fulfill the minimum requirement expected or not. Accordingly, 90.6% of respondents from critical stakeholders and 91.7% of respondents from WEOs responded that there were position holders who did not fulfill the minimum requirements expected for the positions. The result of the chi-square test for these data ( $X^2$  cal. = 0.019 <  $X^2$  crit = 3.84) at 5% significant level,  $df = 1$ , shows no statistically significant difference between the responses of the two groups of respondents. From this it is possible to infer that some of the positions were not occupied with qualified employees meeting the minimum requirements.

Furthermore, employee adequacy and conditions of assignment were assessed by using checklist where 12 WEO heads and 12 Education Programs and Human Resource Development team leaders were involved. Accordingly, their responses tabulated based on whether the main positions currently filled with employees who fit the positions by fulfilling the minimum requirements. In this regard, the responses of the respondents revealed (see Appendix G) that majority of the team leader positions which demand minimum of Bachelor degree and above were filled with those people who did not qualify for the positions. Moreover, according to their responses, only 73% of the required positions were filled and the rest 27% were vacant in 12 sampled WEOs. From this one could infer that smooth functioning of activities in some units of WEOs was affected due to inadequate number as well as less qualified employees in terms of the minimum requirements of the position.

With regard to existence of orientation programs for the newly recruited employees, 56.3% of respondents from critical stakeholders and 77.1% of respondents from WEOs were agreed that there were orientation programs. On the other hand, 43.7% of respondents of critical stakeholders and 22.9% of respondents from WEOs denied the existence of orientation programs. The chi-square test on these responses ( $X^2$  cal = 4.468 >  $X^2$  crit = 3.84) at 5% significance level,  $df = 1$ , shows that there is

significant difference between the responses. This difference could be due to their relative positions, the day to day routines of the WEOs may not be clear for the respondents from critical stakeholders (REB, ZED school principals).

It is believed that decentralization intensifies the need for capable staff and increases the importance of capacity building programs. Local capacity is one of the most important factors creating a well- functioning decentralized civil service. Therefore, training and preparing local members and institutions for new roles is an important piece of a successful reform.

With this general understanding, respondents were asked whether there were adequate training programs intended to build the planning and management capacity at woreda education office level. Accordingly, the majority, 75% of respondents from schools, REB and ZED and 60.4% of respondents from WEOs replied that local level capacity building training programs were inadequate to improve their planning and management competency. The result of the chi-square test on these data ( $X^2$  cal = 1.294 < crit. = 3.84, at 5% significance level, df = 1) also reveals that there is no statistically significant difference between the respondents' view. Therefore, the training programs carried out to improve woreda level planning and management capacity were inadequate.

Furthermore, it was indicated in the open-ended questions and interview sessions that there was short term training provided for the heads and supervisors of the WEOs through leadership and management program (LAMP). However, it was one week training and inadequate to build their management capacity.

Another, question raised to those who responded "Yes" there were adequate training programs was the sixth item in the same table which enquired whether they were need based. The majority 62.% of

respondents from schools, REB and ZED and 57.4% of respondents from WEOs reported that the trainings held were not need based. On the other hand, 37.5% of education officials & experts from REB, ZED and schools and 42.1% of WEOs replied that the trainings held were need based. This data indicate that the contents of the training programs might not be prepared based on the need assessment to identify what were already known and what was lacked. When this data was subjected to chi-square test, the result showed that the calculated  $X^2$  value (0.125) < Crit.  $X^2$  value (3.84) at 0.05 significant level and  $df = 1$ . Thus, there is no statistically significant difference between the responses provided by two groups respondents. Moreover, some of the heads of WEOs (in the informal discussion made) confirmed that most of the training programs provided by the Regional Education Bureau to WEOs were sponsored by NGOs toward the end of budget year with no need assessment to identify what skills were there and what were lacked.

It is obvious that finance is the blood stream of organizations. Without adequate supply of financial resource all activities of organizations could be restrained and performance will be impaired. According to many scholars, decentralization would achieve little unless there is substantial strengthening of the fiscal capacity of the decentralized levels. With this general understanding that item 7 in Table 7 was raised to respondents from woreda education offices. Accordingly, the great majority 95% of them replied that the budget allocated to the WEOs was not adequate.

In addition to this, checklist comprised of main budget items was prepared in order to identify which of the budget items were adequate and which were not adequate. In this assessment 12 heads of WEOs and 12 Education programs and Human Resource Development team leaders were involved. Their responses were presented here under.

**Table 8 Financial Resource Adequacy Assessment**

No	Budget Items						
		Adequate		Not adequate		None at all	
		No	%	No	%	No	%
1	Salary	24	100	-	-	-	-
2	Perdiem	4	16.7	20	83.3	-	-
3	Stationery	-	-	24	100	-	-
4	Office furniture and equipment	6	25	18	75	-	-
5	Publication (Text books)	-	-	24	100	-	-
6	Transport	3	12.5	21	87.5	-	-
7	Maintenance	2	8.3	22	91.7	-	-
8	Energy and Telephone service	7	29.7	17	70.8	-	-
9	Training	-	-	24	100	-	-
10	Fuel and Lubricant	2	8.3	22	91.7	-	-

As can be seen in Table 8, the vast majority (more than 70%) of the respondents confirmed that the budget allocated for all of the budget items except for salary were not adequate. Thus, it is possible to deduce that effective performance of the decentralized functions and activities transferred to woreda level was negatively affected by inadequacy of the budget allocated.

Moreover, concerning budget related issues interview was made with the head of Regional Education Bureau. Accordingly, he replied that the process of budget allocation to WEOs was the responsibility of each Woreda Council (Woreda Mikir Bet). First, Zonal Council obtains block grant from the Regional government. Then Zonal Council re-allocates this block grant to the Woreda Councils. Finally, the Woreda Council (Woreda Mikir Bet) re-allocates its block grant to the various sectors where Education office was one of them. 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 gave less consideration to the education sector and the budget allocated to the WEOs, except for salary, has been inadequate. From this one could infer that the allocation of adequate budget for WEOs depends on the good will or bad will attached to the education

sector by the members of Woreda Cabine with no adherence to the criteria set for budget allocation.

Concerning the adequacy of material resources, the majority, 86.4% of respondents from higher levels (REB and ZED) and 97.5% of those from WEOs and school principals agreed that material resources in WEOs were not adequate. This item is also treated by using the chi-square test, which indicated that there is statistically significant difference between the responses given by the two independent groups of respondents ( $X^2_{cal} = 4.738 > X^2_{crit} = 3.84$ ) at 5% significance level,  $df = 1$ .

Furthermore, the researcher has tried to observe the existence of some of the major material resources like Vehicle (car), Motor Bicycle (for supervision purpose), Computer, Printer, Type Writer, Photocopy machine, projector (to facilitate the training programs), office chairs, offices Tables, Telephone cable, Fax machine, etc that can affect organizational effectiveness, if absent. Finally, the researcher noted that some WEOs were more or less equipped with most of the above mentioned materials, while in others majority of the materials were absent. This shows that all WEOs were not similarly equipped with the required material resources.

### **3.5. Problems (Constraints) Encountered**

Many factors may constrain and challenge the smooth functioning of decentralized activities in the WEOs. Accordingly, the major constraints assumed were listed to obtain the respondents agreement or disagreement by rating in five point rating scale of strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1). In the process of data analysis ratings were interpreted as follows, 0.05-1.49 represented strongly disagree, 1.5-2.49 disagree, 2.5-3.49 not sure, 3.5-4.49 agree, and 4.5-5.00 strongly agree.

**Table 9-Rantings on Problems (Constraints) Encountered**

No	Major Problems Faced	Respondents																				
		WEOs (N=48)					Critical stakeholders (N=64)															
		1	2	3	4	5	1	2	3	4	5											
		% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	% (No)	mean										Mean	
1	Lack of trained experts in the education offices	-	4.2 (2)	-	29.2 (14)	66.7 (32)	4.58	-	-	3.1 (2)	40.6 (26)	56.3 (36)	4.53									
2	Lack of material resources	-	-	-	29.2 (14)	70.8 (34)	4.70	-	-	-	43.8 (28)	50 (32)	4.38									
3	Lack of finance (inadequate budget)	-	-	-	20.8 (10)	79.2 (38)	4.79	-	-	-	29.1 (18)	65.6 (42)	4.54									
4	Lack of time	6.3 (3)	41.7(20)	4.2 (2)	27 (13)	20.8 (10)	3.15	6.3 (4)	15.6 (10)	21.9 (14)	37.5 (24)	18.7 (12)	3.47									
5	Lack of adequate supply of skilled and experienced manpower in the area	-	12.5 (6)	2.1 (1)	35.4 (17)	50 (24)	4.23	3.1 (2)	9.4 (6)	9.4 (6)	46.9 (30)	31.2 (20)	3.94									
6	Absence of clear recruitment and selection procedures	-	25 (12)	10.4 (5)	27 (13)	37.5 (18)	3.78	6.3 (4)	31.2 (20)	12.5 (8)	31.2 (20)	18.9 (12)	3.25									
	<b>Average mean score</b>						<b>4.20</b>						<b>4.02</b>									
	<b>Variance</b>						<b>0.330</b>						<b>0.311</b>									

**t-test value = 1.611**

**Key:- Strongly disagree =1, disagree=2, Not sure= 3, Agree =4, Strongly Agree =5**

Some of the major problems (constraints) assumed to affect the smooth functioning of the decentralized activities in WEOs were raised to the respondents, as listed in Table 9, in order to examine which of them were actually affected. In relation to this, table 9 presents respondents level of agreement or disagreement with the problems and constraints encountered by the WEOs by rating against 6 items identified. Accordingly, respondents of critical stakeholders were strongly agreed to the lack of trained experts and inadequacy of budget as serious problems with the mean scores of (4.53) and (4.54) respectively.

With regard to lack of material resource, they also agreed with the mean score of 4.38 as it was one of the problems affected the smooth functioning of activities in WEOs. Concerning item (4) and (6), their mean responses were 3.94 and 3.25 respectively. Since these mean scores lay between (2.50-3.49) it means that they were not sure whether the lack of time, and absence of clear recruitment and selection procedures were problems actually encountered by the WEOs.

Similarly, respondents of WEOs were also agreed strongly to the lack of trained experts and inadequacy of budget as serious problems with the mean scores of (4.58) and (4.79) respectively. This group of respondents also agreed strongly to the lack of material resources as one of the problems encountered with the mean score of (4.70). Moreover, the respondents of WEOs showed their agreement to the lack of adequate supply of skilled and experienced manpower in the area and absence of clear recruitment and selection procedure as other constraints. However, they were not sure, with the mean score of (3.15), that the lack of time was one of the challenges encountered.

In general, lack of financial resource (weighted mean =4.66) lack of trained experts in the education offices (weighted mean =4.55), and lack of material resources (weighted mean =4. 54) were very serious problems

where all of the respondents agreed strongly. Whereas, lack of adequate supply of skilled and experienced man power in the area (weighted mean= 4.08) and absence of clear recruitment and selection procedures (weighted mean = 3.52) were those loosely agreed by the respondents.

Another problems noted were frequent restructuring and reforming of organizational structure and its associated turn over of personnel, absence of vice heads at Woreda level, frequent misinterpretation of rules and regulations, delay in the supply of materials as well as provision of materials not required by the WEOs due to the management of purchasing in pool system as reported in open-ended questions and interviews.

In order to test significant differences in responses between the two groups of respondents the mean scores were exposed for further statistical analysis. The t-test for differences between the two average means showed that, at 0.05 level of significance, t-calculated (1.611) is less than the critical value of t (2.021). This means there is no significant difference between opinions of the two major categories of respondents.

### **3.6. Strategies and Interventions**

There could be a number of factors that may help improve managerial practices in WEOs. However, Table 10 presents respondents views on some of the assumed strategies and intervention mechanisms rated using the three point rating scale. The mean scores from data analysis were interpreted as follows, 0.05-1.49 as high relevant strategy, 1.5-2.49 medium, and 2.5 and above as low (less) relevant strategy.

**Table 10-Views of the Respondents on the Potential Strategies and Intervention**

No	Items	Respondents							
		Rating Scores							
		WEOs (N= 48)				Critical stakeholders (N=64)			
		3	2	1	Mean	3	2	1	Mean
% (No)	% (No)	% (No)		% (No)	% (No)	% (No)			
1	More freedom and autonomy of decision making	2.1 (1)	14.6 (7)	83.3 (40)	1.18	9.4 (6)	21.8 (14)	68.8 (44)	1.41
2	Improving the Suitability of organizational structure	4.2 (2)	22.9 (11)	72.9 (35)	1.31	-	9.4 (6)	90.6 (58)	1.09
3	Increased support from higher level (like expertise, guidance and technical assistance)	2.1 (1)	16.7 (8)	81.3 (39)	1.21	12.5(8)	40.6(26)	46.9 (30)	1.66
4	Existence of shared vision	-	14.6 (7)	85.4 (41)	1.15	3.1 (2)	34.4(22)	62.5 (40)	1.41
5	Provision of adequate financial resource	4.2 (2)	16.7 (8)	79.2 (38)	1.25	6.3(4)	15.6(10)	78.1 (50)	1.28
6	Improving data base system	-	16.7 (8)	83.3 (40)	1.16	3.1 (2)	31.3 (20)	65.6 (42)	1.37
7	Provision of adequate material and human resources	4.2 (2)	10.4 (5)	85.4 (41)	1.19	6.3 (4)	21.8 (14)	71.9 (46)	1.34
8	Filling the management positions by qualified and experienced educational managers	4.2 (2)	29.2 (14)	66.7 (32)	1.37	6.3 (4)	18.7 (12)	75 (48)	1.31
9	Provision of adequate training programs dealing with planning and management	4.2 (2)	16.7 (8)	79.2 (38)	1.25	3.1(2)	6.3 (4)	90.6 (58)	1.31
<b>Average mean score</b>					<b>1.23</b>				<b>1.33</b>
<b>Variance</b>					<b>0.02</b>				<b>0.025</b>
<b>t-test value = 3.571</b>									

*Key:- High relevant Strategy =1, medium strategy =2, Low relevant strategy=3,*

The purpose of items raised in Table 10 was to identify the strategies and interventions which are highly relevant on the eyes of those who are primarily concerned to improve managerial practices in WEOS. In relation to this, as can be seen in Table 10, for the respondents of both groups all of the strategies except item 3, were highly relevant with the

mean scores ranging from 1.09 to 1.41. However, increased support in the areas of expertise, guidance and technical assistance from higher level was viewed by respondents of critical stakeholders as a strategy with medium relevance with the mean score of 1.66 for future improvement of managerial practices in WEOs. On the other hand, for the WEOs, it was seen as a high relevant strategy with the mean score of 1.21.

Moreover, a considerable number (33.4%) of respondents from WEOs viewed filling management positions with qualified and experienced educational managers as a strategy with medium relevance for the future improvement of organizational performance at WEOs.

In general, respondents of both groups believed that, more freedom and autonomy of decisions making, improving the suitability level of organizational structure, existence of shared vision, provision of adequate financial resources, improving the data base system, provision of adequate material and human resources, filling the management positions with qualified and experienced educational managers, as well as provision of adequate training programs dealing with planning and management concept as strategies with high relevance for future improvement of managerial practices in WEOs.

However, in order to check whether there is statistically significant difference in the mean responses of the two groups of respondents, the t-test was used. Accordingly, the t-calculated (3.571) at 0.05 significance level is greater than the table value of t (2.021). Thus, there is significant difference between the average mean responses of the two groups of respondents. This could be due to the existing gap in the response patterns of both groups of respondents (though lay in the same category of high relevant) ranging (68.2%; mean = 1.41) to (85% mean=1.15).

# **CHAPTER 4**

## **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the Summary of major findings, conclusions drawn based on the findings and recommendations.

### **4.1. Summary of the Major findings**

This study was intended to find out the status of managerial practices in Woreda Education Offices in SNNPR. Accordingly, the study attempted to obtain answers for the following basic questions:

1. To what extent do the Woreda Education Offices in SNNPR are realizing their roles and responsibilities?
2. To what extent do the management functions (planning, organizing, leading and controlling) are effectively exercised in WEOs of SNNPR?
3. Are there adequate manpower, finance and material resources; and management capacities in Woreda Education Offices of SNNPR?

To address the above research questions, the student researcher tried to review the relevant literature to substantiate the study with important theoretical basis. Furthermore, questionnaires, interviews, and checklists were employed to gather information from the sampled respondents and interviewees. Besides this, observation of actual situation and document analysis were used in the analysis of this study. As a result of analysis and interpretation made, the following findings obtained.

#### ***4.1.1. Roles and Responsibilities of WEOs***

- The study reveals that, the majority of the respondents agreed with the implementation of all the roles and responsibilities given to WEOs through decentralization process. However, a significant number (39.6% and 38.6%) of the respondents get confused with the

responsibility of recruiting secondary school teachers and preparation of capital budget requisition document respectively. Because these functions were found to be carried out at Regional, Zonal and Woreda levels with no clear cut procedures.

#### **4.1.2. Status of Management Functions**

##### **4.1.2.1. Planning**

- It was found from the responses of respondents that the status of Planning function of WEOs was moderately rated on preparing attainable plans (weighted mean =2.74), contents used in plan preparation (weighted mean =2.98), and follow up and evaluation of plan implementation (weighted mean =3.02). However, it was hampered by less detailed data (information) gathering (weighted mean =2.38), less participation of stakeholders (weighted mean =2.42) and inadequate resource allocation (weighted mean =2.32) in the preparation and implementation stages.

##### **4.1.2.2. Organizing**

- It has been found from the responses of all the respondents that the status of organizing function was poor in terms of appropriateness of organizational structure (weighted mean = 2.47) and clarity of reporting system designed or unity of command related problems (weighted mean= 2.44). In addition, the responses of interviews confirmed that the organizational structure was narrow and not suitable as well as timely decisions were affected by functional departmentation used.

#### **4.1.2.3. Leading**

- It was reported that the establishment of clear organizational rules and regulations (weighted mean =3.12), efforts exerted in creating awareness on rules and regulations (weighted mean =3.10), fair treatment of employees (weighted mean =3.05) and problem solving capacity (weighted mean =3.08) were some of moderately exercised leading functions. However, attention given for both work accomplishment and workers satisfaction (weighted mean=2.47), professional support provided to schools (weighted mean =2.48) and efforts exerted in preparing short term trainings at Woreda level (weighted mean = 2.42) were some of poorly exercised leading functions.

#### **4.1.2.4. Controlling**

It was reported that, of all managerial functions that have been performed in WEOs the controlling function seems in a better level of performance.

#### **4.1.3. Capacity Related Factors**

- It was identified that the majority (91.1%) of all the respondents perceived that, some of the positions in WEOs, were not occupied with qualified employees meeting the minimum requirement of the positions. This was also confirmed by the checklist analysis.
- The study result reveals that of the created Positions in the Organizational Structure of WEOs under study, while (73%) of positions were engaged, the rest positions were found to be vacant.
- Regarding the level of Capacity building training Provisions, 67.7% of all the respondents replied that, training was not adequate and given on a continuous basis. Interview responses and responses from open-ended questions were also in agreement with the above claim. Even those respondents who agreed on the adequacy of trainings provided, claimed that they were not need based.

- The study result reveals that, for the vast majority (95.8%) of the respondents the budget allocated to the WEOs was inadequate and the block grant wasn't fairly allocated by the Woreda Councils. Because, it was determined by the good will of the council in prioritizing the amount of budget allocation for the sectors.
- It was found that 91.7% of all the respondents claimed that the sampled WEOs were equipped with inadequate material resources.

#### ***4.1.4. Problems (Constraints) encountered***

- It was found that, lack of financial resources (weighted mean =4.66), lack of trained experts in the education offices (weighted mean= 4.55), and the lack of material resources (weighted mean = 4.54) were the major constraints with strong agreement by all of the respondents. Where as, lack of adequate supply of skilled and experienced manpower in the area (weighted mean = 4.08) and absence of clear recruitment and selection procedures (weighted mean =3.52) were those loosely agreed by the respondents.

## **4.2. Conclusions**

Based on the major findings the following conclusions are made.

1. Managerial practices are functions or activities that a manager must perform as result of the position held in the organization like planning, organizing leading, and controlling in order to achieve the organizational goals. In this regard, the status of Planning function in WEOs was hampered by less detailed data (information) gathered, low participation of stakeholders, and inadequate allocation of resources in the preparation and implementation stages. Besides, the status of organizing function was poor in terms of appropriateness of organizational structure (i.e. narrow structure and functional departmentalization) and clarity of reporting system designed (unclear

chain of command). Moreover, leading function was poorly exercised in terms of attention given for both work accomplishment and workers satisfaction, professional support provided to Schools and efforts exerted in preparing short term Capacity building trainings at Woreda level. These all indicate that the status of managerial practices in Woreda Education Offices in SNNPR is poor in terms of principal managerial functions such as planning, organizing, and leading.

2. It is obvious that better performance of managerial activities in a given organization depends mainly on the availability and adequacy of skilled manpower, and other non human (finance and material) resources. However, the majority of team leader positions were not occupied with qualified human resources meeting the minimum requirement of the positions. At the same time, some of the positions in WEOs were vacant. Besides, the Capacity building trainings were not adequate and even those provided were not need based. Above all, the budget allocated to the WEOs was inadequate and they were also ill equipped with material resources. This implies that the status of managerial practices in Woreda Education Offices in SNNPR is also affected by inadequacy of system resources.

Therefore, the status of managerial practices in Woreda Education Offices in SNNPR is affected by poor performance Status of planning, organizing and leading functions as well as inadequacy of system resources.

### **4.3. Recommendations**

The success of educational goals of the country is the cumulative effect of achievements at the lower level functionaries including WEOs and schools. Hence, improving the status of managerial practices in WEOs should be the responsibility of all stakeholders.

Based on the major findings and conclusions drawn, the following workable suggestions are proposed in order to improve the status managerial practices in WEOs.

#### **4.3.1. To SNNPR Regional Government and REB**

4.3.1.1. Employees in WEOs could perform their managerial jobs well if they realize exactly what roles and responsibilities are expected to be carried out. However, it was found that some of the respondents were get confused with some of the responsibilities (e.g. recruiting secondary school teachers, preparation of capital budget requisition document) because they were found to be carried out at Regional, Zonal, and Woreda levels with out clear cut procedure. Therefore, the Regional Education Bureau in collaboration with the Civil Service Agency should revise the job descriptions (decentralized functions) of the REB, ZED and WEOs in order to clearly identify the decentralized functions to be carried out at Woreda level.

4.3.1.2. One of the disadvantages of functional departmentalization is that the responsibility for overall performance of the organization lies squarely on the shoulders of the top level manager (in the case of WEO-the office head). Hence, it can overburden the WEO head. As a result decisions which require timely responses were extremely affected in the absence of the WEOs heads from their offices for various reasons. In this regard, it was reported that the departmentalization process employed in organizing the WEOs was functional. Therefore, to make the WEOs effective in their performance the Regional Education Bureau, in collaboration with the Regional Bureau of Finance and Economic Development, the Regional Civil Service Agency and the Regional Council should either institutionalize process oriented departmentalization or create additional position for vice WEO heads in WEOs organizational structure.

4.3.1.3. Organizational structure is the framework for getting work done. Its appropriateness is extremely essential for the managerial practices in WEOs. However, it was found that the organizational structure of the WEOs was not appropriate by being narrow to facilitate effective performance. Therefore, the REB in collaboration with the Regional Bureau of Finance and Economic Development, the Regional Civil Service Agency as well as the Regional Council have to modify the organizational structure of the WEOs by giving due consideration to the complexity of decentralized functions to be carried out at Woreda level.

4.3.1.4. In principle an employee should receive orders from one and only one supervisor (unity of command). If there are more than one supervisor, it will undermine authority, and disturb order and stability. However, it was found that the WEOs have been receiving orders from two bosses (the Woreda Council and from Zonal Education Department) at the same time with out clearly delineated areas of responsibilities. According to the respondents, these orders, even some times, have been contradict each other some how affected their managerial practices. Therefore, in order to make the WEOs effective in performing their activities with out confusion and take part in the achievement of the millennium development goals, the SNNPR government should search for ways of developing clear cut accountability areas of WEOs for administrative (Woreda Council) and for sectoral (REB and/or ZED) organs.

#### **4.3.2 To Woreda Education Offices (WEOs)**

4.3.2.1. Information is the key to decision making and educational planners at different levels are required to gather and manage different kinds of information. However, the study revealed that the WEOs were poor in gathering detailed information for planning decisions. Therefore,

the WEOs should give due consideration for the benefits of gathering information (to monitor pupil admission and enrollment in the schools, to make short term projections of total enrolment, to identify schools resource requirements, etc in their respective Woreda) and institutionalize effective data (information) collection culture for preparing their Woredas education plan. Moreover, the WEOs in collaboration with the Regional Education Bureau and Zonal Education Department ought to devise ways of providing trainings on Education Management Information System to the WEOs.

4.3.2.2. Involving concerned stakeholders in plan preparation has a positive effect in plan implementation process. Contrary to this, the stakeholders' participation in the process of plan preparation and implementation was found to be poor (low) in WEOs. It is advisable for the WEOs to involve as many stakeholders (such as Parent Teacher Associations, the Education and Training Boards, the Woreda Finance and Economic Development Offices, private investors, Non Governmental organizations, etc) as possible while preparing their Woreda education Plans.

4.3.2.3. Most studies have showed that leadership has a direct and positive impact on Organizational performance. Effective leaders give high attention to visioning, establishing goals, directing, motivating, making decisions and solving problems. Though motivating workers towards work accomplishment is one of the key indicators of effective leadership. However, it was found that attention given for both work accomplishment and workers satisfaction was poor in WEOs. In this regard, workers could be motivated and make a difference in their work performance, if they have given equal importance as the work itself. Therefore, by understanding the results of motivated workers for better performance, the WEOs should treat their employees as they are equally important to the work itself and create motivated staff.

- 4.3.2.4. Directing employees towards organizational goal achievement is another key area of good leadership. Contrary to this, the professional support provided by the WEOs to schools was found to be poor. Therefore, the WEOs should understand that their managerial performance is a cumulative effect of having schools well directed toward the offices goal achievement and should give high priority for the tasks of supervision and professional support units of their offices by providing relatively better human, material and financial resources.
- 4.3.2.5. An individual employee in management post can under take his/her job well, if he/she fulfills minimum acceptable qualities required by the position. However, it was found that, some of the positions in sampled WEOs were occupied by those people who did not fulfill the minimum acceptable requirements. Therefore, the WEOs with REB should upgrade the educational level of position holders through the provision of educational opportunities such as summer in-service trainings, and search for those employees who can fulfill the minimum requirements. To this effect, the WEOs should try to convince by skillfully justifying the complexity of managerial activities in their offices to the budget controlling body (Woreda Council) to obtain additional budget to train and recruit qualified employees, if their problem is budget related. On the other hand, if their problem is lack of adequate supply of qualified personnel (candidates) in their area, this could be simplified by working in collaboration with REB in order to search for qualified candidates all over the region.
- 4.3.2.6. Many authorities suggest that decentralization intensifies the need for capable staff to undertake managerial activities at local (Woreda) level and increases the importance of capacity building programs. In this regard, it was found that there has been inadequate capacity building training programs in terms of local level educational planning and management. Thus, both REB and WEOs should give due

consideration for woreda level capacity building programs. To materialize this, the Woreda Education Offices should try to internally generate income for instance through developing sound project proposals and communicate with local and international NGOs to obtain additional support in terms of financial and material resources, and training provisions.

#### **4.3.3. To both Woreda Councils and WEOs.**

4.3.3.1. It was found that lack of budget was the most serious problem that hampered managerial practices in WEOs because with out adequate finance it is difficult to fulfill adequate skilled man power and material resources for undertaking the decentralized managerial functions. Many authorities confirmed that decentralization of educational organization and management would achieve little unless there is substantial strengthening of the fiscal capacity of local levels. Therefore, the Woreda Councils in SNNPR should give more consideration for education offices (because education is a budget intensive sector) while re-allocating their block grants to the various sectors. In addition to this, the WEOs should be skillful in searching for additional sources by involving the local community, Non Governmental Organizations, Private investors, interest groups, and the like.

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# Appendices

**Appendix-A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

*Department of Educational Planning and Management*

*Questionnaire to be Filled by the Heads and Team Leaders of the Woreda/Special Woreda/ Town Administration Education Offices and School Principals in SNNPR.*

**Purpose:** The Purpose of this questionnaire is to collect the basic data for the academic study on "The status of managerial practices in Woreda Education Offices in SNNPR." Therefore, Your cooperation in Providing relevant and timely responses is highly essential for the success of the study. Please be frank and respond to each item as accurately as possible.

**Note:-**

- No need of writing your name.
- Give your answers in the space provided by putting "X" mark.
- For any additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.

*Thank you in Advance for your cooperation.*

## Part One

- 1.1. Name of your Organization/School \_\_\_\_\_  
 Your current position \_\_\_\_\_ woreda/special  
 Woreda/town Administration \_\_\_\_\_

1.2. Personal Data

Sex		Age	Educational Level	Field of specialization	Total years of service	
M	F				In the area of educ. management	in other

- 1.3. Educational coverage of the Woreda/Special Woreda/Town Administration: **(To be filled by Education Offices only)**

1.3.1. Primary level (1-8) \_\_\_\_\_ %

1.3.2. General Secondary level (9-10) \_\_\_\_\_ %

- 1.4. No of schools reporting to your education office: **(To filled by the Woreda/Special Woreda/Town Administration education offices only)**

1.4.1. Primary (1-4) level \_\_\_\_\_ 1.4.2. Primary (5-8)level \_\_\_\_\_

1.4.3. General Secondary (9-10) \_\_\_\_\_ 1.4.4. Preparatory \_\_\_\_\_

- 1.5 Students' achievement in 2006 academic year in various grade level **(To be filled by the education office).**

1.5.1 Grade 8 \_\_\_\_\_ % passed to grade 9

1.5.2 Grade 10 \_\_\_\_\_ % Scored 2.00 and above

1.5.3 Grade 12 – Male \_\_\_\_\_ % Scored 201 and above  
 – Female \_\_\_\_\_ % Scored 126 and above

## Part Two

### *A) Functions carried out at Woreda /Special Woreda/ Town Administration Education Office*

1) Among the following decentralized functions, indicate those which you think are currently carried out at your Woreda/Special Woreda/ Town Administration education office level by putting "X" mark in the spaces provided.

S. No	Decentralized functions (Roles and responsibilities)	Carried out	Not carried out	I don't know
1	Inspect and control the implementation of both primary and secondary school curricula			
2	Make projections on enrolment and resource requirement			
3	Coordinate and facilitate the participation of NGOs, social institutions and private investors			
4	Recruit and assign teachers in secondary schools			
5	Recruit and assign teachers in primary schools			
6	Distribute reference books and other educational materials to schools			
7	Undertake and coordinate educational research and supervision			
8	Establish and manage non formal education centers			
9	Establish and manage primary schools			
10	Follow the maintenance and rehabilitation of school buildings			
11	coordinate and facilitate community participation			
12	control and support the performance of parent Teacher Associations			
13	Control and support the performance of Education and Training Boards			
14	Distribute text books to schools			
15	Check whether instructional materials are properly utilized in schools			
16	Organized short term trainings for both teachers and administrative personnel			
17	Prepare recurrent budget request document			
18	Prepare capital budget request document			
19	Allocate budget to schools			

## B) Status of Management Functions

1) How do you judge (in rating scale) the status of the following management functions assumed to be carried out at your Woreda/ Special Woreda/Town Administration education office?

(Very poor = 1, Poor =2, Moderate =3, Good = 4, and very good = 5).

SN	Management functions	Rating Scales				
		1	2	3	4	5
<b>1. Planning Function</b>						
1.1	The habit of gathering detailed information before plan preparation (usage of data base)					
1.2	Attempts made to train planners/capacity building efforts made					
1.3	The habit of preparing appropriately attainable and realistic plans (like strategic, annual, budget etc.)					
1.4	Contents used in plan preparation					
1.5	Participation of concerned stakeholders in the process of plan preparation and implementation					
1.6	Follow up and evaluation mechanisms used in plan implementation process					
1.7	Resources (both financial and material) allocated to implement the plan prepared					
<b>2. Organizing Function</b>						
2.1	Suitability of organizational structure					
2.2	Clarity of job descriptions (who will do what)					
2.3	Fairness of responsibilities distributed to each position					
2.4	Sufficiency of authority delegated in each position					
2.5	The match between required level of qualification and activities to be performed in each position					
2.6	Clarity of reporting systems designed					
<b>3. Leading function</b>						
3.1	Presence of clear vision, and/or objectives					
3.2	Presence of clear strategies to achieve the objectives					
3.3	Attention given for both work accomplishment and workers satisfaction					
3.4	Professional support provided to schools					
3.5	Existence of clear rules and regulations					
3.6	Efforts made to create awareness' regarding rules and regulations					
3.7	Efforts made to prepare short term trainings at local level					

a) Yes                       B) No

5) Do you believe that the qualification (knowledge and skill level) required for the positions matches with the activities to be performed?

a) Yes                       B) No

C) Other, \_\_\_\_\_

6) Is there any orientation program in your Woreda/Special Woreda/ Town Administration education offices for the newly recruited employees?

a) Yes                       B) No

C) Other, \_\_\_\_\_

7) Are there adequate training programs dealing with planning and management concepts in order to build the management capacity of your Woreda/Special Woreda/Town Administration education office?

a) Yes                       B) No

C) Other, \_\_\_\_\_

8) If your answer for question no "9" is "a", do you think that they are need based?

a) Yes                       B) No

C) Other, \_\_\_\_\_

9) If your answer for question no "8" is "b", what is the reason?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10) Do you think that the budget allocated to your Woreda/Special Woreda/Town Administration education office is adequate?

a) Yes                       B) No

C) Other, \_\_\_\_\_

11) If your answer for question no "11" is "b", please list down the reasons.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12) Is there a possibility of budget virement (using budget by transferring from the budget item where there is excess to where there is shortage) in your Woreda/Special Woreda/ Town Administration education office?

a) Yes                       B) No

C) Other, \_\_\_\_\_

13) Are there adequate material resources in your Woreda/Special Woreda/ town Administration education office?

a) Yes                       B) No

C) Other, \_\_\_\_\_

**D) Problems Encountered**

1) Please respond by putting "X" mark in the spaces provided regarding resource factors affected the effectiveness of the process of plan preparation and implementation at your Woreda/Special Woreda/Town Administration Education offices.

<b>Major Problems/Factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>disagree</b>	<b>Strongly disagree</b>
Lack of trained experts in the Education Office					
Lack of materials					
Lack of finance					
Lack of time					

1) In your opinion, which of the following factors are affected the employee recruitment and selection process of your Woreda /Special Woreda/Town Administration education office? Please respond by putting "X' mark in the spaces provided.

<b>Major Problems/Factors</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Not sure</b>	<b>disagree</b>	<b>Strongly disagree</b>
Lack of budget set for recruitment purpose					
Low salary (set for the positions)					
Lack of adequate supply of skilled and experienced man power in the area					
Absence of clear recruitment and selection procedures					

**E) Strategies and Interventions**

1. There are a number of factors that may help to improve the status of managerial practices in the Woreda /Special Woreda/Town Administration Education Offices. Do you think that the following can help in improving the status of managerial practices in your education office? Please indicate them in terms of their relevance by rating them and use 1 for high relevant, 2 for medium, and 3 for low relevant strategy.

S. No	Strategies	Ranks		
		1	2	3
▪	More freedom and autonomy of decision making			
▪	Improving the suitability of organizational structure			
▪	Increased Support from higher level (expertise, guidance and technical assistance)			
▪	Existence of shared vision			
▪	Provision of adequate financial resources			
▪	Improving the data base system			
▪	Provision of adequate human and material resources			
▪	Filling the management positions by qualified and experienced educational managers			
▪	Provision of adequate training programs dealing with planning and management			

## Part Three

### Open-ended Questions

- 1) Please list down any other managerial factors affecting the status of managerial practices in your Woreda/Special Woreda/Town Administration education office?

a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2) In your opinion, what are the possible strategies to improve the status of managerial practices in your Woreda/Special Woreda/ Town Administration education office?

a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix-B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

*Department of Educational Planning and Management*

*Questionnaire to be Filled by the Professionals of Zonal Education  
Departments in SNNPR*

**Purpose:** The Purpose of this questionnaire is to collect the basic data for the academic study on "The status of managerial practices in Woreda Education Offices in SNNPR." Therefore, Your cooperation in Providing relevant and timely responses is highly essential for the success of the study. Please be frank and respond to each item as accurately as possible.

**Note:-**

- No need of writing your name.
- Give your answers in the space provided by putting "X" mark.
- For any additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.

*Thank you in Advance for your cooperation.*

## Part One

1.1. Your Zone \_\_\_\_\_

Your current position \_\_\_\_\_

1.2. Personal Data

<b>Sex</b>		<b>Age</b>	<b>Educational Level</b>	<b>Field of specialization</b>	<b>Total years of service</b>	
<b>M</b>	<b>F</b>				<b>In the area of educ. management</b>	<b>in other</b>

1.3. Zonal Education coverage

1.3.1. Primary level (1-8) \_\_\_\_\_ %

1.3.2. General Secondary level (9-10) \_\_\_\_\_ %

## Part Two

### **A) Functions carried out at Woreda and Town Administration**

#### **Education Office**

1) Among the following decentralized functions, indicate those which you think are currently carried out in the Woreda and Town Administration education offices level of your zone by putting "X" mark in the spaces provided.

<b>S. No</b>	<b>Decentralized functions (Roles and responsibilities)</b>	<b>Carried out</b>	<b>Not carried out</b>	<b>I don't know</b>
1	Inspect and control the implementation of both primary and secondary school curricula			
2	Make projections on enrolment and resource requirement			
3	Coordinate and facilitate the participation of NGOs, social institutions and private investors			
4	Recruit and assign teachers in secondary schools			
5	Recruit and assign teachers in primary schools			
6	Distribute reference books and other educational materials to schools			
7	Undertake and coordinate educational research and supervision			
8	Establish and manage non formal education centers			
9	Establish and manage primary schools			
10	Follow the maintenance and rehabilitation of school buildings			
11	coordinate and facilitate community participation			
12	control and support the performance of parent Teacher Associations			
13	Control and support the performance of Education and Training Boards			
14	Distribute text books to schools			
15	Check whether instructional materials are properly utilized in schools			
16	Organized short term trainings for both teachers and administrative personnel			
17	Prepare recurrent budget request document			
18	Prepare capital budget request document			
19	Allocate budget to schools			

**B) Status of Management Functions**

1) How do you judge (in rating scale) the status of the following management functions assumed to be carried out at Woreda and Town Administration education offices in your zone?

**(Very poor = 1, Poor =2, Moderate =3, Good = 4, and very good =5).**

SN	Management functions	Rating Scales				
		1	2	3	4	5
<b>1. Planning Function</b>						
1.1	The habit of gathering detailed information before plan preparation (usage of data base)					
1.2	Attempts made to train planners/capacity building efforts made					
1.3	The habit of preparing appropriately attainable and realistic plans (like strategic, annual, budget, etc.)					
1.4	Contents used in plan preparation					
1.5	Participation of concerned stakeholders in the process of plan preparation and implementation					
1.6	Follow up and evaluation mechanisms used in plan implementation process					
1.7	Resources (both financial and material) allocated to implement the plan prepared					
<b>2. Organizing Function</b>						
2.1.	Suitability of organizational structure					
2.2	Clarity of job descriptions (who will do what)					
2.3	Fairness of responsibilities distributed to each position					
2.4	Sufficiency of authority delegated in each position					
2.5	The match between required level of qualification and activities to be performed in each position					
2.6	Clarity of reporting systems designed					
<b>3. Leading function</b>						
3.1	Presence of clear vision, and/or objectives					
3.2.	Presence of clear strategies to achieve the objectives					
3.3	Attention given for both work accomplishment and workers satisfaction					
3.4.	Professional support provided to schools					
3.5.	Existence of clear rules and regulations					
3.6	Efforts made to create awareness' regarding rules and regulations					
3.7	Efforts made to prepare short term trainings at local level					
3.8	Provision of various benefits to workers with out bias					

3.9	Ability to solve problems					
3.10	Ability to delegate sufficient authority to subordinates					
3.11	Knowledge in educational management					
3.12.	Readiness to take responsibility					
3.13	Level of commitment and initiation					
3.14.	Existence of leadership qualities (like flexibility, openness and creativity etc.)					
3.15	Efficiency in the utilization of resources					
3.16	Existence of participatory decision making processes					
<b>4. Controlling Function</b>						
4.1	Provision of timely information to all concerned bodies					
4.2	Feedback mechanisms used					
4.3	Monitoring and evaluation mechanisms used					

**C) Capacity Related Factors**

1) Do you think that organizational structure of the Woreda and Town Administration education offices in your zone enabled them to manage their activities effectively?

a) Yes                       B) No

C) Other, \_\_\_\_\_

2) Is there clearly identified authority-responsibility relationship at the Woreda and Town Administration education offices in your zone?

a) Yes                       B) No

C) Other, \_\_\_\_\_

3) Are the roles and responsibilities clearly identified for each position?

a) Yes                       B) No

C) Other, \_\_\_\_\_

4) Do you think that all of the employees (both in the management and other posts) at the Woreda and Town Administration education offices in your zone fulfill the minimum requirements expected?

a) Yes                       B) No

C) Other, \_\_\_\_\_

5) Do you believe that the qualification (knowledge and skill level) required for the positions matches with the activities to be performed at the Woreda and Town administration education office level ?

a) Yes                       B) No

C) Other, \_\_\_\_\_

6) Are there adequate training programs dealing with planning and management concepts in order to build the management capacity of the Woreda and Town Administration education offices in your zone?

a) Yes                       B) No

C) Other, \_\_\_\_\_

7) If your answer for question no "7" is "a", do you think that they are need based?

a) Yes                       B) No

C) Other, \_\_\_\_\_

8) If your answer for question no "8" is "b", what is the reason?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9) Are there adequate material resources at Woreda and Town Administration education offices in your zone?

a) Yes                       B) No

C) Other, \_\_\_\_\_

**D) Problems Encountered**

1) Please respond by putting "X" mark in the spaces provided regarding resource factors affected the effectiveness of the process of plan preparation and implementation at Woreda and Town Administration Education offices in your zone.

<b>Major Factors/problems</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Lack of trained experts in the Education Offices					
Lack of materials					
Lack of finance					
Lack of time					

2) In your opinion, which of the following factors are affected the employee recruitment and selection process at the Woreda and Town Administration education offices in your zone? Please respond by putting "X' mark in the spaces provided.

<b>Major Factors/problems</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Not sure</b>	<b>disagree</b>	<b>Strongly disagree</b>
Lack of budget set for recruitment purpose					
Low salary (set for the positions)					
Lack of adequate supply of skilled and experienced man power in the area					
Absence of clear recruitment and selection procedures					

### ***E) Strategies and Interventions***

1. There are a number of factors that may help to improve the status of managerial practices in the Woreda and Town Administration Education Offices. Do you think that the following can help in improving the status of managerial practices in education offices? Please indicate them in terms of their relevance by rating them and use 1 for high relevant, 2 for medium, and 3 for low relevant strategy.

<b>S. No</b>	<b>Strategies</b>	<b>Ranks</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
▪	More freedom and autonomy of decision making			
▪	Improving the suitability of organizational structure			
▪	Increased Support from higher level (expertise, guidance and technical assistance)			
▪	Existence of shared vision			
▪	Obtaining adequate financial resources			
▪	Improving the data base system			
▪	Provision of adequate human and material resources			
▪	Filling the management positions by qualified and experienced educational managers			
▪	Provision of adequate training programs dealing with planning and management			

## Part Three

### Open-ended Questions

- 1) Please list down any other managerial factors affecting the status of managerial practices the Woreda and Town Administration education office in your zone.

a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2) In your opinion, what are the possible strategies to improve the status of managerial practices in the Woreda and Town Administration education offices in your zone?

a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix-C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

*Department of Educational Planning and Management*

*Questionnaire to be filled by the Department Heads and Experts of  
Regional Education Bureau in SNNPR*

**Purpose:** The Purpose of this questionnaire is to collect the basic data for the academic study on "The status of managerial practices in Woreda Education Offices in SNNPR." Therefore, Your cooperation in Providing relevant and timely responses is highly essential for the success of the study. Please be frank and respond to each item as accurately as possible.

**Note:-**

- No need of writing your name.
- Give your answers in the space provided by putting "X" mark.
- For any additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.

*Thank you in Advance for your cooperation.*

## Part One

1.1. Name of your Organization \_\_\_\_\_

Your current position \_\_\_\_\_

1.2. Personal Data

<b>Sex</b>		<b>Age</b>	<b>Educational Level</b>	<b>Field of specialization</b>	<b>Total years of service</b>	
<b>M</b>	<b>F</b>				<b>In the area of educ. management</b>	<b>in other</b>

1.3. Educational Coverage of your region:

1.3.1. Primary (1-8) level \_\_\_\_\_ %

1.3.2. General Secondary (9-10 level) \_\_\_\_\_ %

## Part Two

### ***A) Functions Carried out at Woreda, Special Woreda and Town***

#### ***Administration Education Offices***

- 1) Among the following decentralized functions, indicate those which you think are currently carried out at woreda and other education offices with similar status?

<b>S. No</b>	<b>Decentralized functions (Roles and responsibilities)</b>	<b>Carried out</b>	<b>Not carried out</b>	<b>I don't know</b>
1	Inspect and control the implementation of both primary and secondary school curricula			
2	Make projections on enrolment and resource requirement			
3	Coordinate and facilitate the participation of NGOs, social institutions and private investors			
4	Recruit and assign teachers in secondary schools			
5	Recruit and assign teachers in primary schools			
6	Distribute reference books and other educational materials to schools			
7	Undertake and coordinate educational research and supervision			
8	Establish and manage non formal education centers			
9	Establish and manage primary schools			
10	Follow the maintenance and rehabilitation of school buildings			
11	coordinate and facilitate community participation			
12	control and support the performance of parent Teacher Associations			
13	Control and support the performance of Education and Training Boards			
14	Distribute text books to schools			
15	Check whether instructional materials are properly utilized in schools			
16	Organized short term trainings for both teachers and administrative personnel			
17	Prepare recurrent budget request document			
18	Prepare capital budget request document			
19	Allocate budget to schools			

## B) Status of Management Functions

1) How do you judge (in rating scale) the status of the following management functions assumed to be carried out at Woreda, Special Woreda and Town Administration Education Offices?

(Very poor = 1, Poor =2, Moderate =3, Good = 4, and very good =5).

SN	Management functions	Rating Scales				
		1	2	3	4	5
<b>1. Planning Function</b>						
11	The habit of gathering detailed information before plan preparation (usage of data base)					
1.2	Attempts made to train planners/capacity building efforts made					
1.3	The habit of preparing appropriately attainable and realistic plans (like strategic, annual, budget etc.)					
1.4	Contents used in plan preparation					
1.5	Participation of concerned stakeholders in the process of plan preparation and implementation					
1.6	Follow up and evaluation mechanisms used in plan implementation process					
1.7	Resources (both financial and material) allocated to implement the plan prepared					
<b>2. Organizing Function</b>						
2.1.	Suitability of organizational structure					
2.2	Clarity of job descriptions (who will do what)					
2.3	Fairness of responsibilities distributed to each position					
2.4	Sufficiency of authority delegated in each position					
2.5	The match between required level of qualification and activities to be performed in each position					
2.6	Clarity of reporting systems designed					
<b>3. Leading function</b>						
3.1	Presence of clear vision, and/or objectives					
3.2.	Presence of clear strategies to achieve the objectives					
3.3	Attention given for both work accomplishment and workers satisfaction					
3.4.	Professional support provided to schools					
3.5.	Existence of clear rules and regulations					
3.6	Efforts made to create awareness' regarding rules and regulations					
3.7	Efforts made to prepare short term trainings at local level					
3.8	Provision of various benefits to workers with out bias					

3.9	Ability to solve problems					
3.10	Ability to delegate sufficient authority to subordinates					
3.11	Knowledge in educational management					
3.12.	Readiness to take responsibility					
3.13	Level of commitment					
3.14.	Existence of leadership qualities (like flexibility, openness and creativity etc.)					
3.15	Efficiency in the utilization of resources					
3.16	Existence of participatory decision making processes					
<b>4. Controlling Function</b>						
4.1	Provision of timely information to all concerned bodies					
4.2	Feedback mechanisms used					
4.3	Monitoring and evaluation mechanisms used					

### **C) Capacity Related Factors**

- 1) Do you think that organizational structure of Woreda, Special woreda and Town Administration education offices in your region enabled them to manage their activities effectively?
  - a) Yes
  - B) No
  - C) Other, \_\_\_\_\_
  
- 2) Is there clearly identified authority responsibility relationship in the Woreda, Special Woreda and Town Administration education offices in your region?
  - a) Yes
  - B) No
  - C) Other, \_\_\_\_\_
  
- 3) Are the roles and responsibilities clearly identified for each position?
  - a) Yes
  - B) No
  - C) Other, \_\_\_\_\_
  
- 4) Do you think that all of the employees (both in the management and other posts) in the woreda, special woreda, Town Administration Education offices fulfill the minimum requirements expected?
  - a) Yes
  - B) No
  - C) Other, \_\_\_\_\_

5) Do you believe that the qualification (knowledge and skill level) required for the positions matches with the activities to be performed?

a) Yes                       B) No

C) Other, \_\_\_\_\_

6) Are there adequate training programs dealing with planning and management concepts in order to build the management capacity of the Woreda, Special Woreda and Town Administration education offices in your region?

a) Yes                       B) No

C) Other, \_\_\_\_\_

7) If your answer for question no "7" is "a", do you think that they are need based?

a) Yes                       B) No

C) Other, \_\_\_\_\_

8) If your answer for question no "8" is "b", what is the reason?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9) Are there adequate material resources in the Woreda, Special Woreda, and Town Administration education offices in your region?

A. Yes                      B). No

C) Other, \_\_\_\_\_

**D) Problems Encountered**

1) Please respond by putting "X" mark in the spaces provided regarding resource factors affected the effectiveness of the process of plan preparation and implementation at Woreda, Special Woreda and Town Administration Education offices in your region.

<b>Major Factor/Problems</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>disagree</b>	<b>Strongly disagree</b>
Lack of trained experts in the Education Office					
Lack of materials					
Lack of finance					
Lack of time					

2) In your opinion, which of the following factors are affected the employee recruitment and selection process in the Woreda, Special Woreda and Town Administration education offices in your region? Please respond by putting "X' mark in the spaces provided.

<b>Major Factor/Problems</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Not sure</b>	<b>disagree</b>	<b>Strongly disagree</b>
Lack of budget set for recruitment purpose					
Low salary (set for the positions)					
Lack of adequate supply of skilled and experienced man power the area					
Absence of clear recruitment and selection procedures					

### ***E) Strategies and Interventions***

1. There are a number of factors that may help to improve the status managerial practices in the Woreda, Special Woreda and Town Administration Education Offices. Do you think that the following can help in improving the status of managerial practices in the education offices? Please indicate them in terms of their relevance by rating them and use 1 for high relevant, 2 for medium, and 3 for low relevant strategy.

<b>S. No</b>	<b>Strategies</b>	<b>Ranks</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
▪	More freedom and autonomy of decision making			
▪	Improving the suitability of organizational structure			
▪	Increased Support from higher level (expertise, guidance and technical assistance)			
▪	Existence of shared vision			
▪	Provision of adequate financial resources			
▪	Improving the data base system			
▪	Provision of adequate human and material resources			
▪	Filling the management positions by qualified and experienced educational managers			
▪	Provision of adequate training programs dealing with planning and management			

## Part Three

### Open-ended Questions

1) Please list down any other managerial factors affecting the status of managerial practices in the Woreda, Special Woreda and Town Administration education offices in SNNPR?

a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) In your opinion, what are the possible strategies to improve the status of managerial practices in the Woreda, Special Woreda and Town Administration education offices in SNNPR?

a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix-D**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Education Planning and Management**  
*Interview Questions for the Head of Regional Education Bureau.*

The purpose of this interview is to gather additional data for the study on "The status of managerial practices in Woreda Education Offices in SNNPR".

Background: Position \_\_\_\_\_ Qualification \_\_\_\_\_  
Service year \_\_\_\_\_

- 1) Please explain your position in the Education Bureau.
- 2) How many Woreda, Special Woreda and Town Administration education offices are found in your region?
- 3) What are the similarities and differences among the Woreda, Special Woreda and Town Administration education offices?
- 4) Do you think that the woreda, special woreda, and town administration education offices in your region are able to handle the planning function effectively?  
If no, why? \_\_\_\_\_
- 5) In your opinion, are the human resources currently found in the Woreda, Special Woreda and Town Administration education offices adequate? If yes, are they able to perform their duties effectively? If no, why? \_\_\_\_\_
- 6) What do you comment on the overall strengths and weaknesses of the existing structure and human resources in the Woreda, Special Woreda, and Town Administration education offices of your region?
- 7) Please, explain about the efforts made (if any) by the Regional Education Bureau to improve the leadership capacity of the Woreda, Special Woreda, and Town Administration Education offices.
- 8) Please explain (if any) problems of budgeting (the plan and its management) in the education offices of your region?
- 9) Please, explain the major managerial problems affecting managerial practices in the Woreda, Special Woreda and Town Administration education offices in your region.
- 10) Please, suggest possible solutions you think, to alleviate these problems and help to improve the status of managerial practices in the education offices in your region.

Thank You,

**Appendix-E**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Education Planning and Management**

***Interview Questions for the Heads of Woreda /Special Woreda/ Town Administration Finance and Economic Development Offices***

The purpose of this interview is to gather additional data for the study on “The status of managerial practices in Woreda Education Offices in SNNPR”

1. Please explain those areas of work that require the communication between your office and your Woreda /Special Woreda /Town Administration Education Office.
2. Do you think that your office participated adequately in the plan preparation process of the Woreda/Special Woreda/ Town Administration education office?  
If yes, how? \_\_\_\_\_  
If no, why? \_\_\_\_\_
3. Is the horizontal communication made between the education office and the office of finance and economic development adequate to facilitate the organizational effectiveness of the education office in your Woreda/Special Woreda/ Town Administration?  
If not adequate, why? \_\_\_\_\_
4. Please explain the strengths and weaknesses of budget plan preparation and implementation process in your Woreda/Special Woreda/Town Administration education office?
5. In your opinion, is the budget allocated to the education office of your Woreda /Special Woreda/ Town Administration adequate to effectively perform all duties of the office?  
If no, why? \_\_\_\_\_
6. Please explain the major managerial problems affecting managerial practices in your Woreda /Special Woreda/ Town Administration education office?
7. Please, suggest possible solutions you think to alleviate these problems and help to improve the status of managerial practices in the education office of your Woreda /Special Woreda/ Town Administration.

Thank You!

**Appendix-F**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of Education Planning and Management**

***Interview Questions for the Heads of the Woreda/Special Woreda/ Town Administration  
Education and Training Boards***

The purpose of this interview is to gather additional data for the study on “The Status of Managerial Practices in Woreda Education Offices in SNNPR.”

- 1) What are the areas of relationships between the Woreda/Special Woreda/ Town Administration Education and Training Board and the Education Office?
- 2) Do you think that the education office of your woreda/special woreda/town administration is able to undertake the planning function effectively?  
If no, why? \_\_\_\_\_
- 3) Do you think that your Woreda /Special Woreda/ Town Administration Education Office prepare plans before trying to perform its duties? If yes, how was the process of plan preparation in the education office?
- 4) Do you think that the existing organizational structure is conducive and the human resources are adequate in your Woreda /Special Woreda/ Town Administration Education Office to undertake the office’s duties effectively?
- 5) Do you think that the leadership style employed in your Woreda /Special Woreda/ Town Administration Education Office enabled the office to be effective in its performance?  
If no, why? \_\_\_\_\_
- 6) Please, explain the strengths and weaknesses of budget planning and implementation processes by your Woreda /Special Woreda/ Town Administration Education Office?
- 7) Please, explain the major managerial problems affecting managerial practices in the education office in your Woreda /Special Woreda/ Town Administration.
- 8) Please, suggest possible solutions you think to alleviate these problems in the education office of your Woreda /Special Woreda/ Town Administration.

Thank You!

## Appendix G

**Table - Response on Employee conditions of Assignment  
in main positions of WEOs**

No	Name of Positions	Respondents (N =24)				
		Employees in the Positions				
		Fit the position		Delegated		Remark
		No	%	No	%	
1	Woreda Education office head					Appointee
	1.1 Planning and Educational Information handling Expert					None at all
	1.2. Educational Inputs Supply and Support Expert	10	41.7	14	58.3	
2	Educational Programs and Human Resource Development Team Leader	6	25	18	75	
	2.1. Teachers and other Educational Professionals Training Expert	12	50	12	50	
3	Educational Supervision and Research Team leaders	5	20.8	19	79.2	
	3.1. Secondary School Supervisor	5	20.8	19	79.2	
	3.2. Educational Research Expert	4	16.7	20	83.3	
4	Personnel Administration Head	22	91.7	2	8.3	

የሠነገሥት ሠራተኞች የሥራ ምደባ ማስታወቂያ

በደቡብ ብሔራዊ አስተዳደርና ሕዝቦች ክልል ሠነገሥት የሥራ ምደባ ኮሚሽን

ቢሮው (ዳ/ቤተ) በተምህርት ቢሮ

የየም ስዩ ሠራዊት ተምህርት ድ/ቤት

ቀን 19/9/ም

ተ.ቁ	የሠራተኛው ስም	ሰውደቡ የተሰጠ ሠጠሪያ	የሠራተኛው ስም	የሠራተኛው ስም	የሠራተኛው ስም	የሠራተኛው ስም
1	ሌላታይ ታደገበት	ደ/ቤት ሠራዊት				
2	የሰቀድ ዝነገድተና የተምህርት ሠራዊት ሌላታይ					
	የተምህርት ግብአት ስቀርቦት ሌላታይ					
4	የቡድን ሠራዊት					
5	የሠራተኛው የ2ኛ ደረጃ የሠራተኛው ተምህርት ሌላታይ/ V					
6	የሰቀድ ስድስተኛ ሠራተኛ ደረጃ ሌላታይ/ IV					
7	የሠራተኛው የተምህርት ተምህርት ሠራተኛ ሌላታይ/ V					
8	የተምህርት ሠራተኛ የተምህርት ተምህርት ሠራተኛ ሌላታይ/ V					
9	የተምህርት ሠራተኛ የተምህርት ሠራተኛ ሌላታይ					
10	የ2ኛ ደረጃ ተምህርት ስቀርቦት ሌላታይ					
11	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
12	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
13	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
14	የተምህርት ሠራተኛ የተምህርት ሠራተኛ ሌላታይ					
15	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
16	የሠራተኛው የሠራተኛው ተምህርት ሌላታይ					
17	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
18	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
19	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					
20	የሰቀድ ስድስተኛ የሠራተኛው ተምህርት ሌላታይ					

በዚህ ሰነድ ውስጥ የተዘረዘሩት ስምዎች ክፍለ መንግሥት የሰነድ ሰነድ ናቸው

የመንግሥት ሠራተኞች የሥራ ምደባ ማስታወቂያ

ገጽ -----

ቤተሰብ (የ/ቤተ) ቤተሰብ ቤት

በገራጌ ዞን ትምህርት መምህራን

የሰነድ ሰነድ ሰነድ

ቀን 19----- ዓ/ም

ተኔ ቁጥር	የሠራተኛው ስም	ስሙዋል የተሰጠ መጠይቅ	የመደብ መታወቂያ ቁጥር	ደረጃ	ምርመራ
1	ሰነድ ታደገሰ	የ/ቤተ ሰነድ			
2	የሰነድ ገገጽ ትምህርት መሪ ሰነድ		0/17-04-1	የሂ-7	
3	የትምህርት ገደብ ሰነድ		0/17-04-2	የሂ-3	
4	የትምህርት ገገጽ ሰነድ		0/17-04-3	የሂ-4	
5	የትምህርት መሪ				
6	የመደብ ሰነድ የ2ኛ ደረጃ የመደብ ትምህርት ሰነድ		04/17-04-4	የሂ-6	
7	የሰነድ ሰነድ መደብ ያለው ኃይል ሰነድ		04/17-04-5	የሂ-5	
8	የመደብ ሰነድ የትምህርት ሰነድ ሰነድ		04/17-04-6	የሂ-4	
9	የትምህርት ሰነድ የትምህርት ሰነድ		04/17-04-7	የሂ-5	
10	የትምህርት መሪ		04/17-04-8	የሂ-4	
11	የ2ኛ ደረጃ ትምህርት ሰነድ		04/17-04-9	የሂ-6	
12	የሰነድ ሰነድ የመደብ ትምህርት ሰነድ		04/17-04-10	የሂ-5	
13	የሰነድ ሰነድ የመደብ ትምህርት ሰነድ		04/17-04-11	የሂ-4	
14	የሰነድ ሰነድ የመደብ ትምህርት ሰነድ		04/17-04-12	የሂ-4	
15	የትምህርት መሪ		04/17-04-13	የሂ-4	
16	የትምህርት መሪ		04/17-04-14	የሂ-5	
17	የመደብ ሰነድ ሰነድ የትምህርት መሪ		04/17-04-15	የሂ-5	
18	የትምህርት መሪ		04/17-04-16	የሂ-3	
19	የትምህርት መሪ		04/17-04-17	የሂ-1	
20	የትምህርት መሪ		04/17-04-18	የሂ-3	
	የትምህርት መሪ		04/17-04-19	የሂ-2	
	የትምህርት መሪ		04/17-04-20	የሂ-6	

የሰነድ ሰነድ ሰነድ ሰነድ

## Appendix- J

### Checklist on Material Resources

The following are the major material resources, if absent, can affect the managerial practices in the woreda education offices. Which of the following material resources are existing in the woreda education offices?

No	Material Item	Exist	Not Exist
1.	Vehicle (Car)		
2.	Motor bicycle (for the supervision purpose)		
3.	Photocopy Machine		
4.	Computer		
5.	Printer		
6.	Type writer		
7.	LCD Projector (in the education programs team)		
8.	TV (in the education support unit)		
9.	Radio (in the education support unit)		
10.	Office Chairs (in all units)		
11.	Office Tables (in all units)		
12.	Telephone Cable		
13.	Fax Machine		

## Appendix-K

### Checklist on Man Power and Qualification Requirement

The organizational structure study document for government organizations in SNNPR has identified the required number of manpower with the required level of qualification in each position at the woreda/special woreda education offices. Therefore, which of the position in the woreda education offices are filled with the qualified and required employees?

No	Name Positions	Positions		Qualifications required for posts	Person in the position	
		Required	Permitted		Fit	Delegate
1	<b>Education Office Head</b>			Not Indicated		
	1.1 Secretary Typist			<ul style="list-style-type: none"> <li>• College Diploma + 0 year exp.</li> <li>• (10+2)+ 2 years experience</li> </ul>		
	1.2 Planning and Education Information Expert			<ul style="list-style-type: none"> <li>• Diploma + 8 years exp. *</li> <li>• BA/BSc + 3 years exp.</li> </ul>		
	1.3 Education Inputs Supply and Support Expert			<ul style="list-style-type: none"> <li>• Diploma + 10 years exp.</li> <li>• BA/BSc + 5 years exp.</li> </ul>		
2	<b>Educational Programs Team</b>					
	2.1 Team Leader			<ul style="list-style-type: none"> <li>• BA/BSc + 8 years exp.</li> <li>• MA/MSc + 6 years exp.</li> </ul>		
	2.2 Formal Education Expert			<ul style="list-style-type: none"> <li>• Diploma + 12 years exp.</li> <li>• BA/BSc + 6 years exp.</li> </ul>		
	2.3 Non Formal Education Expert			<ul style="list-style-type: none"> <li>• Diploma + 10 years exp.</li> <li>• BA/BSc + 5 years exp.</li> </ul>		
	2.4 Teachers and Educational Professionals Training Expert			<ul style="list-style-type: none"> <li>• Diploma + 12 years exp.</li> <li>• BA/BSc + 6 years exp.</li> </ul>		
	2.5 Co curricular & Student's Support Service Experts			<ul style="list-style-type: none"> <li>• Diploma + 10 years exp.</li> <li>• BA/BSc + 5 years exp.</li> </ul>		
3	<b>Educational Supervision and Research Team</b>					
	3.1 Team Leader			<ul style="list-style-type: none"> <li>• BA/BSc + 8 years exp.</li> <li>• MA/MSc + 6 years exp.</li> </ul>		
	3.2 Secondary School Supervisor			<ul style="list-style-type: none"> <li>• BA/BSc + 8 years exp.</li> <li>• MA/MSc + 6 years exp.</li> </ul>		
	3.3 Kindergarten & Primary Schools Supervisor			<ul style="list-style-type: none"> <li>• Diploma + 10 years exp.</li> <li>• BA/BSc + 5 years exp.</li> </ul>		
	3.4 Educational Research Expert			<ul style="list-style-type: none"> <li>• BA/BSc + 6 years exp.</li> </ul>		
4	<b>Administrative Personnel</b>					
	4.1 Head			<ul style="list-style-type: none"> <li>• Diploma + 8 years exp.</li> <li>• BSc/BA + 5 years exp.</li> </ul>		
	4.2 Teachers and Other Workers Recruitment and Transfer Handler			<ul style="list-style-type: none"> <li>• Diploma + 3 years exp.</li> <li>• 3<sup>rd</sup> year college education completer + 3 years exp.</li> </ul>		
	4.3 Discipline Handler			<ul style="list-style-type: none"> <li>• Diploma + 0 year exp.</li> <li>• 3<sup>rd</sup> year college education completer + 0 year exp.</li> </ul>		
	4.4 Photocopy Machine Operator			<ul style="list-style-type: none"> <li>• Grade 11 Completer (old curriculum)</li> <li>• Grade 9 Completer (new curriculum)</li> </ul>		
	4.5 Personnel Officer			<ul style="list-style-type: none"> <li>• Diploma/3<sup>rd</sup> year college education completer + 2 years exp.</li> </ul>		

NB: \*exp.= experience

## Appendix-L

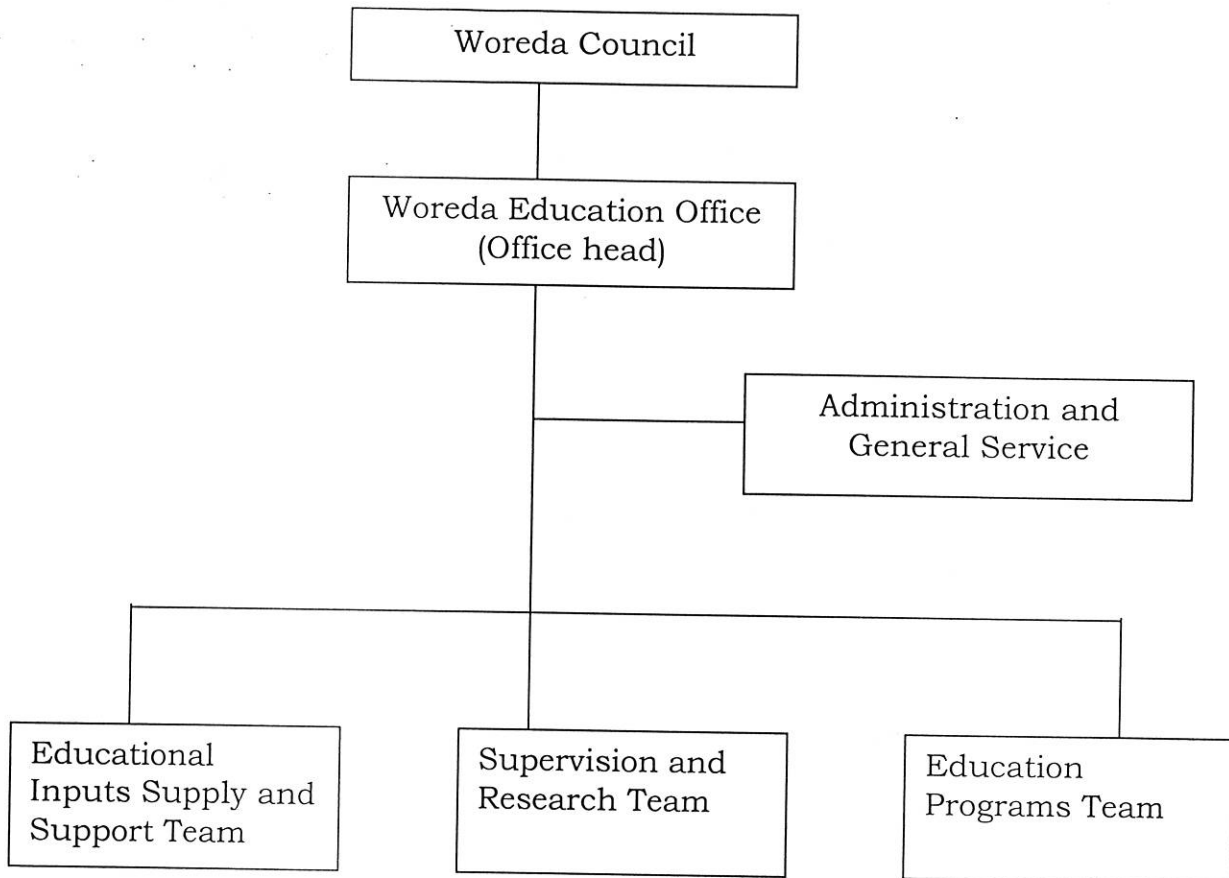
### Checklist For Financial Resource

Inadequacy of financial resource (budget) can affect the managerial practices in woreda education offices. Is the financial resource (budget) set for the following items adequate?

No	Financial Items (Budget Items)	Adequate	Not Adequate	None at all
1.	For salary			
2.	For perdiem			
3.	For stationary materials			
4.	For office furniture and equipment			
5.	For publication (text book)			
6.	For transport			
7.	For maintenance			
8.	For energy and telephone services			
9.	For training			
10.	For fuel and lubricant			

## Appendix-M


Organizational chart of the woreda and special woreda education offices in SNNPR:



Source: SNNPRS Government Organizational Structure Study Document Part III (2005).

## DECLARATION


This Thesis is my original work and all sources of material used for this thesis have been duly acknowledged.



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Assefa Beyene

This thesis is submitted for examination with my approval as an advisor of the candidate.



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Jeilu U. (PhD)

July 2007