

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**~~A THESIS SUBMITTED TO THE~~ DEPARTMENT OF CIVICS AND
ETHICAL EDUCATIONS**

**ASSESSING THE ROLE OF STAKEHOLDERS' PARTICIPATION
TO ENSURE EDUCATIONAL GOOD GOVERNANCE IN
SECONDARY SCHOOL: THE CASE OF DEJEN TOWN
ADMINISTRATION.**

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BY;

DEMISSIE BIZUAYHEU

AUGUST, 2020

ADDIS ABABAETHIOPIA

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GOOD GOVERNANCE IN SECONDARY SCHOOL: THE CASE OF DEJEN TOWN
ADMINISTRATION

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STUDIES ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CIVICS AND ETHICS~~

BY

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A Thesis Submitted to the Department of Civics and Ethical Education,
College of Education and Behavioral Studies, Addis Ababa University, in
Partial Fulfillment of the Requirements for the Degree of Masters of Education
in Civics and Ethical Education

AUGUST, 2020

ADDIS ABABA, ETHIOPIA

Thesis Approval Sheet

ADDIS ABABA University
College of Education and Behavioral studies
Department of Civics and Ethics

ASSESSING THE ROLE OF STAKEHOLDERS PARTICIPATION TO ENSURE EDUCATIONAL
GOOD GOVERNANCE IN SECONDARY SCHOOL IN CASE OF DEJEN TOWN
ADMINISTRATION

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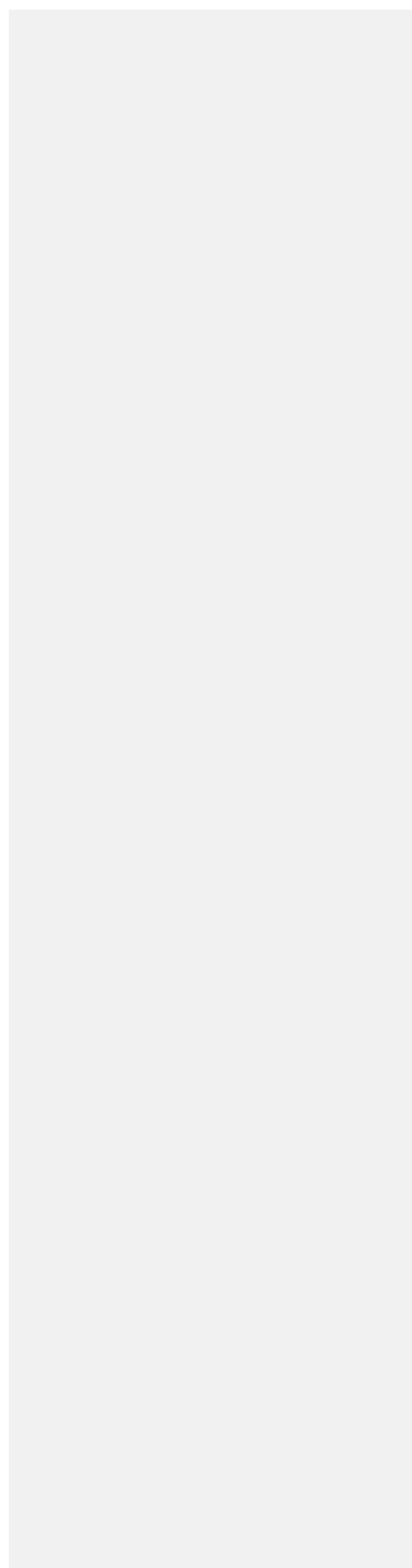
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Abstract

The purpose of this research was to assess the role of stakeholder's participation to ensure educational good governance in secondary school the case of Dejen Town Administration and to examine the major challenges that might hinder the implementation of educational good governance. Shaping and constant improving of education performance constitute one of the most significant tasks of the comp temporary education. The aim of the study is to show the role of internal and external stakeholders of education in shaping the concept of educational good governance in secondary education. As based on literature and own research, the role of each group of stakeholders in school performance was presented. The research was conducted through survey interview, questionnaire among, teachers and principals of educational institutions.

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This study investigates how different stakeholders are involved in to performance in secondary school. The study is based on empirical survey data gathered from 1 secondary school providing educational good governance in relation to the role of stakeholders' involvement in Dejen Town Administration. To this end the study employed descriptive survey method, which involves both qualitative and quantitative methods.

The research findings have four important implications. Firstly, the paper contributes to the source knowledge and about implication of performance management issues in government school, secondly, analysis revealed that complication of school development, thirdly the study analysis levels of stakeholders participation and the challenges of educational good governance in the town. Fourthly, it is highly necessary to improve school cooperation with different stakeholder groups in the decentralized school management system should be built up.

An abstract is not quite a summary; it is rather a thesis of your thesis.

It should contain the following basic elements:

1. The main arguments of the study

2. The methodology employed briefly, and

3. The major findings of the study

Acknowledgments

First, I would like to thank you my advisor Dr. Teferi Mekonnen for his encouragement, constructive comments and professional guidance.

I am also grateful to Mr. Addisu Abatyihun [Director of Gojjam Ber General secondary and preparatory school] for his kindly cooperation to gave me the necessary support ,and my staff members for their help and willingness to make responsibilities of performing certain school tasks which were to be done by me and to my dearest friend sebsebe Belachew for his professional support and encouragement.

Finally, I would like to say thank you to my friends, and parents for their encouragement and cooperation.

Above all, I praise and thank you my GOD Almighty of His throne for His indescribable help from my birth until today.

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The third chapter deals with research methods basically, study site, research design, population of the study, sample and sampling techniques, instruments of data collection, pilot testing of the instrument, data collection procedures and methods of data analysis. 7

Chapter four focuses on the findings, data presentation, data interpretation and analysis of major findings on assessment the role of stakeholders' participation to ensure school good governance. 7

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Chapter One

1. Introduction

1.1. Background of the study

Governance hold extended has been regarded as the bedrock of formal institutional management global over schools enjoy experienced incalculable obstacle occasional in effective governance in schools (kaufmann, 2007). Define governance as the custom or culture and institutions by which is practiced for the public interest, which commonly comprise the operation of selecting those in jurisdiction and the capability of selected in the institution to administer with at most accountability.

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In education, in-effective governance derails educational standards leading to inefficiency in service delivery, poor student performance and the accompanying corruption (Leo, 2008).

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Improved governance has been to go a long way in control mismanagement, demonizing immorality and ultimately developing overall efficiency in advancing educational service. School governors act a very deciding capacity or part in governance globe over, Countries in offensive capable school governance to take part in day to day school governance. Other than that, competitively getting and keeping empowering school principle has also been another dream especially in schools (Harry A. , 2007)

Good governance for educational sector has a vital outcomes and appropriate institution performances by conducting stakeholder's involvement at the time of planning, organizing, evaluating and supporting actives.

Good governance in education systems advances efficient deliverance of education service. Cultural are appropriate standards, motives, instruction and accountability which induce high performance from public providers. Healthily provider perform once in turn, rises the degree of education achievement such as student test scores.

Improved public operation or performance is one instrument to increase earnings to public education investments. It can also minimize imbalance provision if targeted properly. Moreover,

Good governance can dispirit corruption, an outcome of poor governance, which immediately affects achieve of the education sector. The balance of this paper elaborates on the contents of good governance and performing and ways in which they apply to education. (Lewis, "governance in Education : Raising performance", 2009).

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Education performance and educational good governance are inspirable. As lacked in good governance, lacked stake holders involvement in turn lacked in transparency, accountability, rule of law, collective participation, enhance the efficiency, effectiveness, boots the confidence of parents and the public in the school. This is true in Dejen Town Administration Educational Sector. So, it is essential to get in to practice educational good governance and stakeholders' participation on educational sector. Stakeholders' involvement means working with people and using the resources as they are and serving them to work together to accomplish greed ends and goals (Bartle p, 2007)

A skilled manager looks for ways in which the importance 44 involves all stock holders in the decision making process, (Technology, 2005).

Governors should therefore be put in place to support, assist the head teachers in appropriate governance. This would facilitate the head teachers 'enough time to center on the core administrative and academic duties .Governing body may therefore provide head teachers with the necessary support that they need to fulfill their duties .However, for the governing body also to be efficient and effective, good and focused leadership from the head teacher is main as he gives the due guidance for effective application (Dadd, 2006)

The separate between the expectation and endorse given especially to head teachers in secondary school is another acute consideration that de-motivates school administrators to advocate good governances in the said schools. The administrators are commonly connived destination that must be met, the factual degree of support to meet such targets have really been wonting there by reducing their dedications (Bird, 2003)

As education is every one's business, all parents, teachers, students, communities, civil societies, nongovernmental organizations , education ministries and government programmers etc all have their roles as stakeholders to ensure educational good governance that are productive , through creating the kinds of environment which favor harmonious development of the educational sector of Dejen Town administration.

1.2. Statement of the Problem

People around the world are demanding good governance for the advancement of their life. Because it is the result of relationships and interconnection between or among various sectors (public sector, individual sector and civil society) and includes decisions, agreement, and different power relations between owners to decide who gets what, where and how (Alexandra, *et al.*, 2009). For (Abdalla, 2010), recently there is an agreement that good governance is important to secure countries long term development and progress even though it is not sufficient in its own. In relation to these the idea of good governance became a way not only to assess the role of the state in development and invade safely the minefield of domestic politics; it became a defining quality for development and a necessary condition for it (*ibid.*).

Ethiopia has faced a number of governance challenges and those institutions strength were not so strong. Among these the democratic process is fragile and barely institutionalized, the stakeholder of governance are not autonomous and free from the interference of government. Due to this corruption and nepotism, inefficiency and ineffective institutions is the main obstacle in service delivery. Furthermore the design and implementation of policy and programs are not accepted and performed by the local community this is due to lack of stakeholder participation (Gizachaw, 2012).

This case is also true in Dejen Town Administration General secondary and preparatory school. There are various governance challenges that, have been observed in this institution. Among the major challenges of governance which is practically observable in this school are; lack of accountability and transparency of the school principals, violation of the school rules and regulations, lack of inclusive participation of stakeholders and lack of responsiveness and consensus oriented. As a result of this governance challenges; corruption, lack of equity and inclusiveness is the main obstacle for the educational performance of this school. It seems, therefore, apparent that also the essence of good governance theoretically introduced to the school, but not improvement has been practically observed to bring educational performance of this school as it was intended. Thus one can be aware that this issue needs further investigation. These studies therefore, intended to investigate the role of stakeholder participation to ensure educational good governance. This study differs from others researches which were conducted by different individuals.

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Increased stakeholders' involvement in school administration worldwide in an academic discourse is a current phenomenon (Jowi, 2003; Gok, 2007). However it is imperative to find out whether this worldwide trend is observable in the governance of educational sector in Dejen Town Administration. Therefore the study is being designed to find out whether the implementation of participatory educational governance practices can be an instrument in creating conducive conditions for improvement of educational good governance and academic performance in governmental secondary school of the town.

As far as the researcher's knowledge concerned in the study area, there was few related published works that the researcher accessed on the issue under investigation. Therefore, the study tried to fill the knowledge gap by conducting research in the study area.

Varies studies have been conducted on stakeholders' participation in primary schools management globally and locally. For instance, globally, Lekhetho (2013) did a study on stakeholder perspectives on strategies that can improve student performance in the school leaving examinations in Lesotho and Mokoena (2012) a study on the effective participative management of stakeholders in school. However, since these studies were not conducted stakeholders participation to ensure school good governance and performance in secondary schools. This study therefore seeks to fill this research gap by investigating the influence of stakeholders' participation to ensure educational good governance and performance in secondary school.

However, locally there are some studies (Kindey, 2012, Dessalegn, Akalewold, Yoseph, 2008 and Meskerem, 2007) most of them are focused on either at the country level or other parts of the country. Kindey in his paper "Challenges and Opportunities of Good Governance: The Case of Addis Ababa City Administrative" challenges for sound good governance in the city was identified that, the government control of all matters and lack of space for other institution of governance results governance to be weak, fragile and slight. Most of other studies emphasized on single attribute of good governance (for instance on decentralization, in service delivery etc.) there by lacks give emphasis for the role of stakeholders participation in the educational sector. Furthermore the research, approach and design were not appropriate. Because most of them were uses only qualitative approach and case study design. This methodology cannot enable to study the issue in a comprehensive way. Therefore, this study tries to deal with the central issues of the

role of stakeholder participation in ensuring good governance in educational sector in a comprehensive way by using qualitative and quantitative approach and design.

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1.3. Objectives of the study

1.3.1. General objectives

The study seeks to investigate the degree and the challenges of stakeholders' involvement to ensure educational good governance

1.3.2. Specific objectives of the study

- i. To assess the influence of stakeholders involvement for educational good governance.
- ii. To identify the degree of stakeholders involvement in secondary school.
- iii. To identify the major challenges of good governance in Dejen Town secondary school.

1.4. Research questions

- i. What can stakeholders' participation in education do?
- ii. To what extent stakeholders are involving to ensure school good governance?
- iii. What are the major challenges of educational good governance

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1.5. Scope of the study

This study was strictly restricted in case of its geographical and theoretical aspects .Due to its geographical limitation, the area of investigation revolved around Dejen Town Administration, and 230km far from Addis Ababa in the north direction. The school was selected because it is the work place in the researcher, and it is believed that managing everything about the study was to be easier. Regarding the theoretical aspects, the study focused on only stakeholder's participation and educational good governance. Institutionally this study was delaminated only Dejen Town Administration General secondary and preparatory school .This study were employed a mixed research approaches.

1.6. Significance of The study

Educational good governance and stakeholders participation is said to be the basis of educational development. To ensure educational good governance in secondary school of DejenTown Administration, the educational institutions should operate in the manner of independency, participation, responsiveness, consensus oriented, equity and inclusiveness, effective and efficiency, accountable, rule of law and transparency. The researcher believed that the outcome

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of the assessment could help the policy makers, educational administrators and educational stakeholders who are working with governmental school service to improve educational good governance school performance in secondary school of Dejen Town Administration.

On the other hand, it is very essential to introduce the town educational good governance and stakeholders' involvement as well as to assess the level of good governance in educational sector, recommendation informed an important base for participatory school leadership and forwarded looking plan being prepared by the educational sector of Dejen Town Administration. Furthermore, the outcome of the research contributed to fill the gap in the understanding pertaining to the challenge especially for educational managers and replicating the research.

1.7 Limitation of the ~~study~~Study

This study was only limited in Dejen Town Administration General secondary and preparatory school. Hence, the researcher findings may be difficult to generalize the finding to other secondary schools of Dejen Woreda Administration. The stakeholders and other participants were not enough willing to give the relevant information, because of the current and serious disease of COVID-19. The researcher also faced the challenges of resources and internet access to collect data. But, by treating stakeholders and by gathering information from different sources, the researcher was collected the necessary data.

1.8 .Operational Definitions of ~~Key terms~~Terms

Governance: Can be understood the interaction among structure, system and process that determine how power is exercised.

Good governance: Is a style of governing that is all about achieving results in the right way.

Population of the study: Is the entire coherent of subject that is both people and items, that a researcher is interested in.

~~**Research:** It is an organized and systematic way of finding answer to the questions.~~

~~**Research design:** It is a blue print of the research from research basic questions up to writing the final paper.~~

Stakeholders: Are peoples' who are owners in a given institution or business organizations.

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1.9. Organization of the ~~study~~Study

This study is organized in to five chapters. The first chapter states the introduction part of the study .Under this chapter, background of the study, statement of the problem. Objectives of the study, research question significance of the study scope of the study, limitations of the study and operational definition of terms are ~~presented~~.

~~Underpresented~~. Under chapter two relevant literatures on definitions, concept, objectives, characteristics, benefits, and challenges of good governance are ~~discussed~~.

~~The~~discussed. The third chapter deals with research methods basically, study site, research design, population of the study, sample and sampling techniques, instruments of data collection, pilot testing of the instrument, data collection procedures and methods of data ~~analysis~~.

~~Chapter~~analysis. Chapter four focuses on the findings, data presentation, data interpretation and analysis of major findings on assessment the role of stakeholders' participation to ensure school good governance. The last chapter deals with conclusions and recommendations of the study.

Finally the references and important appendices are included.

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Chapter Two

2. Review of Related Literature

2.1. Introduction

This chapter reviews the literature related to the influence of ~~Educational~~-educational good governance practices on students' development in Dejen Town Administration. The study looks at the theoretical background, the status of governance practices from the global, regional and national levels and also reviews studies carried out previously by a number of authors on the issue of governance practices.

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Following the World Forum on Education for all (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world (Bray, 2001). This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. The argument is that “ those closest to the schools are in a good position to make more responsive and important decisions about how teachers, leaders, and schools should operate to best serve the needs of regional children” (~~chapman~~Chapman, Barcikowski, ~~sawah~~Sawah, Gyamera,& Woode,2002, p. 2).The decentralization of power and budget responsibility to the regional is to promote the locals' involvement in their local educational affairs and improve accountability on schools and teacher, wants for education and sense of community stakeholder (Watt, 2001).

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In addition, there are serious local situation that demand public participation in educational development efforts, particularly in sub-Saharan Africa (Watt, 2001). Geographical complexity hinders the government to reach the locations of a community and to solve their educational problems promptly and efficiently. Many children stay in school for a short while others are out-of-school because of socio-economic problems. There is ambivalence towards education and late school age enrollment. It is unlikely for the central government to solve these problems. Thus, educational development under such condition is unlikely to happen, unless communities are placed at the center of the efforts intended to solve these problems and to overcome the critical

challenges of poverty reduction whether as a partners of governments, civil society organizations or donors (Ibid).

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

Likewise, community involvement has been contributed in Ethiopian education development efforts. The education and Training Policy of Ethiopia was organized in the context of decentralized education system and has the objectives that school be “democratized and conduct with the involvement of all stakeholders (FDRE, 1994, pp. 16-17). The Education sector Development program (ESDP) mandates the public to involve from identification of local educational problem through planning, implementation of projects and evaluation of the final outcomes (MoE,1998). The *Woreda* (district) level decentralization reform seeks to empower the community “to participate in local development activities, improve local democratic governance, and enhance the scope and quality of delivery of basic service at local level” (Garcia & Kumar, 2008, p. 8). Local schools have been placed under local ownership and ambitious strategies for promoting community participation in education have been insisted at the federal and regional levels. The Oromia Bureau of education has also enacted similar strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate in management and finance of their local schools. In order to assure these, *Woreda* (district) Education and Training Board (WETB); *Kebelle* (Council) Education and Training Board (KETB) and parent-Teacher Association (PTA) were anticipated to be organized at *Woreda, kebele* and school respectively.

In light of the presented arguments and contemporary phenomenon in Ethiopia, this thesis had explored the role of stakeholders’ participation to ensure educational good governance in secondary school of Dejen Town Administration East Gojjam Zone of Amhara National Regional State, Ethiopia. The Town Administration was thought to represent appropriate settings

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in which to investigate how stakeholders participate in their local educational affairs to ensure educational good governance.

2.2 .Theoretical Literature Review

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Kofi Annan his authority of secretary general of UNO said about good governance that is the most relevant factor in combating poverty and promoting development (UNU, 2002). This is nicely said, but what does it imply?

What is that term called governance, and what does it describe? Governance is a concept that various philosophers have been defined before. However, when asked governance is exactly, many different answers can be and are usually given. The simplest definition is that governance is the conduct of government. This is nevertheless rather different from the interpretations given to governance in the last 20 years.

Governance has become a concept that involves more and more phenomena related to the steering of societal developments. Originally, it was seen as a choice for government. It was according to the philosophers of that time-something like the final blow for government that had to accept that community cannot be hierarchically managed. The management of developments had to be left to societal actors and had to be accomplished through networks.

It is only recently that the role of government and the creation of good institutions by government where deemed important again. Scholars began to realize that government should do what it is supposed to do, that is at least to create security, protect property rights, reduce social problems.

If the popularity of the idea would only be used to explain various trends in the managing of societal developments there would not be a problem. One can evaluate what is going on, try to explain it and test the findings. However, the term governance has become dangerous in that scholars as well as (international) organizations have added a normative prefix to it, namely 'good', which is indicative for a neglect outputs and outcomes and increasing the criteria for 'good governance' imposing an agenda on governments which by now has become overloaded.

Governments should rule according to all the characteristics of good governance. If government would proceed in this way and improve itself as much as possible on these dimensions this is

supposed to be sufficient for eradicating social problems. The concept that the structure in which governments conduct is more relevant than what they actually do constitutes one of the many not sure assumptions and surrounding governance. It is a problematic supposition especially when human resources are scarce, when it would take a disproportionate part of the financial resources available improve the process at the expense of improving outputs and outcomes This results in an overloaded agenda, squandering all the desperately needed resources to induce socioeconomic growth and properly being counterproductive in that regard. An overloaded agenda starts from no prioritization between the criteria or dimensions. Overlooking the period from 1995 until now many aspects and dimensions were added to the concept of governance. At first the numbers of criteria were not that various. The UNDP, for example, saw five good governance characteristics, namely legitimacy (including involvement and consensus orientation), direction (including strategic vision) performance (including effectiveness and efficiency) accountability (including transparency) and fairness (including equity) (Graham, Amos and Plumtre, 2003). The World Bank has given six dimensions to the concept, namely: Voice and Accountability, political Stability and Absence of violence, Governance Effectiveness, Regulatory Quality, Rule of Law and Control of corruption (provided by the World Bank)

Five or six dimensions do not seem to be too bad. However behind each of the dimensions there are various indicators. If we only look for instance at the number of indicators measuring the dimension 'government effectiveness' as done by the World Bank, there are more than 40 indicators (Kaufmann, Kraay and Mastruzzi, 2003: 93). A similar problem indicator is visible for the other five directions, resulting in an agenda to promoting governance that is huge with over 155 indicators.

In this essence, the idea has become 'slippery' (Kettl, 2002: 119). One of the first critics to this abuse of the term good governance was Merilee Griddle. At the same time, many governments, not only have low ability to carry out such commitments, but also closed in disputes of interests between trying to do the good things and doing things right, that use their capacities and resources (Grindle, 2004: 539). This is agreed with the argument of Collier in his recent book about the Bottom billion, namely that bad governance is only one of the problem in which developmental states are caught (Collier, 2008).

Systems and proposes that good governance be equated with specific results. In a real sense of insuring that every one irrespective of political or economic position has a voice in governing and receives fair. But the challenges of good governance run deeper. If we only look at the first character of good governance, that is, 'voice', this can be interpreted in different ways.

The World Bank defines it as 'The degree to which states citizens are able to involve in selecting their government, as well as freedom of expression and a free media.' The basic criteria are to have free and fair elections. It is democracy in the ancient form as a state in which policy decisions were depend on the preferences of the majority, usually through elections and /or elections open to all or the majority of citizens. It results in what Schumpeter called an institutional arrangement in which individuals get decision making power by a competition over the votes of citizens. According to Anthony Downs this definition of democracy results in politics in which the main objectives of government officials is not maximizes results beneficial to the people. However, to a maximum of support in elections with the result being that the winner takes all and the legitimacy of policies is decided by 51% of the population. A quite different and modern view on 'voice' defines it in terms of the protection of minority rights from the sometimes brutal dominance of the majority. It is not about the majority but about the minorities. Good governance implies a role of government next to other societal organizations actors instead of hierarchically above them to take care of minorities. This is similar to the explanation of Raadschelders who sees governance as referring to all organizations that are involved in the structuring of community, including governmental as well as non governmental institutions.

In general Good governance relate to the interventions that contribute significantly to human change, democratization, building well organized institutional capacity building and ensuring transparency and accountability these are promoting using growing industrial sectors increasing access to infrastructure and social services. Improving of this helps to achieve vision of any country and in due coerce, alleviate poverty and so improve the living standard of the peoples. It is imperative to sustain in the higher economic development.

For these reason investments in growth promoting sectors such as infrastructure and social sectors has to sustain at a huge scale. Economic growth is central in creating growing employment opportunities is vital of country which is developing to change to middle income

country so definition of good governance goes further than merchant fair equitable treatment. For example, UNDP states that Good Governance in among other things involving transparent and accountable. It is also effective and economic properties are based on broad consensus in society and that the voices of the society and that the voices of the poorest and the most vulnerable, are heard in decision _making over the allocation development resources” that a government can administer of how well it can govern lies in that of the legal structure of government does necessarily account the manner in which it control society, resources and exercises manage and conduct over its own power and policy systems. These face problems when conducted. The problems in the implementation of governance including low implementation, low national saving rate that is unable to support the investment needs of economy and the unpredictability of external financing in addition it is anticipating that the international market price varies could face some challenges to effective implementation.

The other thing important in tax administration system is government organization system and capacity building. The resources mobilization problem, favorable policy and administrative environment creating will supports effective utilization of capacities of community and private sector as development partners in the development and governance.

According to impediments of good governance in Ethiopia, by Semahagn_Gashu (Phd) presents that when the EPRDF regime took power 1991, different legal reforms essential for the realization of good governance have been undertaken. Some of the initial measures undertaken include the participation of opposition parties in the political discourse, the introduction of independent media, decentralization, and adoption of federal and parliamentary system. Other democratic institutions such as the judiciary, electoral commission, human rights commission, ombudsman and other democratic institutions had been established during the last two decades.

The constitution further provides for the protection of different democratic rights such as the right to hold opinion, thoughts and free expressions, freedom of assembly, public demonstration, freedom of movement, and rights of citizenship. The constitution further provides for the structure and separation of the three branches of government. Federal law making authority is granted to the bicameral parliament of the House of Peoples Representatives and the House of Federations, executive power is given to the Prime Minister and the council of Ministers and establishment of an independent judiciary. In addition to this, periodic general elections have

Comment [u17]: Don't mention this. Rather, cite the source! Semahagn's work?

been taken place four times in the last two decades (1995, 2000, 2005 and 2010). Thus, from legal perspectives, it seems Ethiopia is an emerging democracy and departing from its authoritarian previous. Impressed by such formal rhetoric, many international organizations such as Freedom House and most western states, at least until recently, refer the country as an ‘emerging democracy’.

The strategic direction focuses on improving the land and tax administration system. It includes enhancing the awareness of citizens about the consequences corruption through ethics and anti-corruption campaign and education such that the public natures zero tolerance against corruption measures that improve transparency and accountability would be undertaken with particular emphasis on movement organizations and public enterprise that are suspect able to corrupt practices by improving their operational systems. Furthermore, it increasing the role the citizens in the fight against corruption, introducing registration system, the wealth of governance authorities and civil servants introducing information technology systems enhancing transparency, land registration organizing cadastral structure, promoting the tax information system, taking formal measures against those guilty of corruption and using these measures as an input to increase the awareness of the public.

In this case, a number of actions will be carried out in the plan period in collaboration with the important stakeholders involving civic and ethical education and measures to develop a zero tolerance of corruption among the society. Additional activities intended will be to improve the structure to combat corruption in society and protect public resources.

A citizen identification information system will be put in place as will system to register ownership of land and establish urban spatial plan, further the public will be made aware of the need to pay tax as directed by law and regulation at the time required and of the importance of taxes in financing the GTP and its objectives.

Comment [u18]: Source???

2.3. The ~~concept~~ Concept of governance Governance practices

Schools and colleges in the USA have become complex organizations because of their sheer size; their diversified governance practices. The schools there for require trained head teachers to manage their daily affairs. In fact in the words of Tirozzi, the executive director of the National Association of secondary school principals in America, the school principal was “—held

responsible for just everything under the sun “ Restines’ (1997-) study on experiences of directors in their preparation for school leadership, directors admitted that classroom experiences and prior to experiences in making difficult solutions prepared and developed them for school leadership .

Developing world countries especially in Africa of school leadership was either lacking or not formal (Bush and Oduro). Most studies on head teachers in Africa concentrate on the problems facing head teachers in the performance of their duties (Oduro and MacBeath,2003) .In south Africa for example according to (Mole and Bush 2006), apartheid affected both education and social infrastructure . These effects include in effective leader ship and management practices of public schools .New professional development imitative for head teachers and aspire ring head teachers were row covered in the policy framework for leadership Education and management Development in South Africa.

The need for preparation and development of not only head teachers but also their professionals in the civil and teaching service in Kenya can be traced back to the training Review committee (Wachira, 1996) which noted that there was no regular systematic program to train administrators and managers and therefore, saw the need to train such professional officers in administrative and managerial aspects of their work.

2.4. Objectives of good-Good governanceGovernance

The objectives of good governance are to enhance transparency and accountability so that here is zero tolerance for corruption. Good governance issues will be supported by information technology and expansion of civic and ethical education. The public service delivery structure will be modernized made fair and transparent in their delivery. Source; Governance for sustainable human development (1997) AUNDP policy Document united Nations Development program me.

Some of the majeure-major objectives and benefits of good governance are to:-

Promotes community confidence

People are more likely to have confidence in their regional government if decisions are made in a transparent and accountable way. This helps people feel that local government will act in the community’s overall interest, regardless of various opinions.

It also promotes regional governments to remember that they are deciding on behalf of their community and helps them to know the importance of having open and ethical system which respect to the law and stand up to scrutiny.

Encourages elected members and council officers to be confident

Elected representatives and council officers will feel good about their involvement in regional government when good governance is implemented. Councilors will be more confident that they are across the issues, that they can trust the advice they are given, that their ideas will be respected even if everyone doesn't agree with them, and that the council chamber is a safe place for debate and decision making. Officers will feel more confident in providing frank and fearless advice which is acknowledged and respected by councilors.

Leads to better decisions

Decisions that are informed by good information and data, by stakeholders views, and by open and honest debate generally reflect the broad interests of the community. This does not assume that everyone will think each decision is the right one. But members of the community are more likely to accept the outcomes if the process has been good, even if they don't agree with the decision. They also are less tempted to continue fighting or attempting to overturn the decision. So even the most difficult and controversial decisions are more likely to stick.

Helps local government meet its legislative responsibilities

If decision-making is open and able to followed by observers, it is more likely that local governments will comply with the relevant legal requirements. They will also be less likely to take shortcuts or bend the rules.

Supports ethical decision making

Good governance creates an environment where elected members and council officers ask themselves 'what is the right thing to do?' When making decisions. Making choices and having to account for them in an open and transparent way encourages honest consideration of the choices facing those in the governance process. This is the case even when differing moral frameworks between individuals means that the answer to 'what is the right thing to do' is not always the same.

Major targets of GTP (20/10/15) plan A GTP

Good governance target is to develop system, using modern information technology to register the wealth of government authorities and civic servants and track and take legal measures where wealth from unidentifiable sources is detected in addition the public will be enhanced with the aim that there is

zero public tolerance of corruption and rent shaking ethics education will helps to increase public collaboration with government in the fight against corruption. An anti-corruption strategy will be developed and implemented in all governmental organization. An enabling mechanism will be put in place to fight in corruption. The knowledge and understanding of tax payers will be increased through development and implantation.

Comment [u19]: This looks like a lecture note; not review of related literature.

2.5. Characteristics of ~~good~~ Good governance

Governance

Good governance is important to point and that representative democracy does not necessary mean that the corners of the most vulnerable in society would be taken in to consideration in decision making participation needs to informed and organized.

A. Rule of law

Good governance fair legal frame works that are enforced impartially, particularly the law on human rights. It requires an independent judiciary in order to make an impartial decision in a court of law. Governance does not imply arbitrary use of authority.

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B. Transparency

Transparency means free flow of information and decisions taken and their enforcement are done in a manner that follows rules and regulation. It refers to information provided from different media to know government action and decision.

C . Responsiveness

God governance expect that institutions and processes for to serve all stakeholders within a reasonable time frame. Institutions and systems try to serve all owners.

D. Consensus Oriented

There are several actors and as many view point in a given society. Good governance requires meditation of the different demands in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the objectives of such development. This can only result from an understanding of the historical, cultural and social contests of a given society.

E. Equity and Inclusiveness

A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society this requires all groups but particularly the most vulnerable have opportunities and improve or maintain their well-being.

F. Effectiveness and Efficiency

Good governance means that systems and institutions produce outcomes that achieve the need of society while making the best use of resources at their disposal.

The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

G. Accountability:- It is key character of good governance, refers to governmental institution, private sector and civil society organizations must be accountable to the public and to their institutional stake holders. Who is accountable to who varies depending on its whether decision as actions taken are internal or external to an organization or an institution is accountable to those who will be affected by its decisions of actions. Accountability cannot be enforced without transparency and the rule of law. However it is an idea to action in its totality but has to come close to achieve.

Comment [u21]: Another lecture note.

2.6. The ~~benefits~~ Benefits of good Good governanceGovernance

Good governance is very important for the success of organizations. Closely Related to governance is compliance which basically means adhering to policies, rules, and regulations. Organizations stray in to tribute when they fail to executive these duties properly (Leo ,2008) .oversight creates visibility in to the workings of an organization . Which it, leaders can be measured and evaluated; they are held to task for what they must accomplish .However, lack leads to lack of accountability. Knowing that one's actions would not be examined creates a tendency to act in ways that are easiest or most popular .The organization suffered death by a thousand cuts , but no one is there to question the process .

When there is reduced or no accountability , individuals lose alignment with the organizations 'goals and future personal priorities being to emerge as senior to organizational priorities .Failure to meet goals and objectives ,if they are even established, they have to do . such a job could seem like the best job in the world , because when one succeeds in doing what one wants to do, and when one fails , there is no one there to keep score (Youngs ,2005) .After a time ,the loss of alignment loads to a sense of entitlement. That freedom to do what one wants becomes a

continuous expectation ,which become an entitlement ,people expect and then want ,the latitude to act in a self –directed manner ,fulfilling personal needs and wants ,making a show of difficult work ,but never really making only true sacrifice for the organization .New habits from and become expectations (Kaufmann and Mastruzzi, 2007).

They spend freely, decoupled from any of financial reality or impending crisis .They court popularity with peers or subordinates rather than enforce the mission. In spite of their sense of self-worth and importance, they become the true leaders must be visionaries; this is one talent that cannot be contracted out. True leaders never tolerate insubordination; they insist on mutual respect .True leaders are committed to continuous learning and improvement. True leaders generate assists not consume them. True leader embrace change and continuously experiment with possibilities. True leaders ultimately that sense of entitlement results in persons acting with impunity .This is the culmination of a dangerous and fatal chain of events .Persons does what they want; they seek gain for themselves embodiment of the enemy within.

Leadership is a gift –a privilege to serve, not to be served with privilege .Never confuse political fluency with effectiveness. Never confuse celebrities with true heroes .They are very distinct – pursuit of one rarely yields the other provide for their own succession planning .True leaders subordinate their ego to the mission .Effective governance creates the demand for true leadership ;it is the ultimate guarantor of organizational success.

An effective educational manager is an effective supervisor in administration, curricular and institutional dimensions. Research findings by Kimengu (1983), indicated that half of the teachers in the study were dissatisfied with the supervision by the head teachers. It concluded that effective supervision by the head teachers is an important factor towards job satisfaction of teachers Okumbe (1998) asserts that supervisors showed be acquainted with theories of work motivation.

2.7. The ~~motives~~ Motives for stake holder involvement

The motives for participatory management can broadly be classified in to two kinds : the first might be labeled humanistic or democratic (Koopman and Wierdsma).Essentially, this rationale argues that people have the right to participate in decision that affects their life .it assumes that individuals have the ability ,or at least the potential ,to participate intelligently. The second major

kind of rationale been labeled pragmatic or human relations(O'Hair and Reitzug,1997).It suggests that participatory management is an instrumental way to achieve productivity, efficiency, or other valued organizational goals. In addition and in specific reference to educational settings, Duke and Gansneder,(1990) report that during the past three decades, the rationale for principals to increase teachers participation in school decision making has ranged from the pragmatic arguments that educational innovation is un likely to succeed without teachers 'support to the philosophical view that teachers have a right to be involved ,regardless of the results.

From the pragmatic perspective participation is thought to improve the quality of educational decision making. Teacher involvement is thought to give leaders access to vital information close to the source of any challenges of schooling, namely the classroom. Increased access to and use of this information are thought to improve over the quality of curricular and instructional decisions. Moreover, the involvement of diverse profession improves the quality of the decisions through utilization of varieties of expert knowledge.

2.8. Areas for participationParticipation

Most educational scholars focused on the decision domain in exploring possible dominations of participative management. For example, Herriott and Firestone (1984), and Duke and Gansneder (1990) describe involvement as composed of two domains.

These are a technical core, dealing with students and instructional policies, classroom diesoline policies, and resolving learning problems :managerial issues, these are like school operations and administrative issues such as setting school goals, hiring staff, allocating budget, and evaluating teachers. However in Kenya and Nakuru Municipality in particular hiring and dismissal of teacher is governed by the teachers' service commission Act 1968 (Teachers service commission Bill, 2011).

2.9. Degree of participationParticipation

Apodaca – Tucker and state (2002) proposed that a supervisor could call on subordinate to participate to varying degrees, reigning from exclusion to full participation. on the same note Dean,(1993) postulated that typically, the degree of involvement has been conceptualized in terms of a continuum, as follows ; first the automatic decision making where no advance information on a decision is given to subordinates and the superior shares the problem with the

sub-ordinates, getting their ideas and suggestions then makes a decision, which may or may not reflect his or her own challenge . To gather they analyze the problem and arrive at a mutually acceptable solution which is adopted (Dean, 1993).

This literature suggests that the usual areas for collaborator for decisional involvement includes: hiring personnel and providing staff development, establishing academic and related policies, school budget, selection of text books and other instructional materials, student discipline issues, resolving problems in school- community relations; evaluation and assessment of students and teachers ' performance; resolving grievances of staff and students; and teaching methods (Apodaca-Tucker and Slate,2002,Connors,1978).

2.10. The positive Effects of ~~participatory~~ Participatory Management as ~~collaboration~~ Collaboration

Research studies show that improved instruction, better learning and enhancing school effectiveness or organizational efficiency are the most commonly cited reasons to implementing collaborative school practices such as school councils, instructional leadership and parental or community involvement (Anderson,1998; coopeman,1999; Quezada,2003). This is achieved

because moving the school closer to the community and listening to the sentiments of concerned practices create a synergy and interdependence or connectedness that promote a learning organization towards better decisions. Other scholars that collaborative school practices bring about higher levels of employee motivation and commitment (Beyerlein, Freedman, McGee, Moran, 2003).

Research suggests that allowing teachers to take indecision-making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and implementation (Garage and Pang, 2003). Similarly, employee commitment and loyalty are fostered by collaborative school management practices (Beyerlein, Freedwoman, McGree and Moran, 2003; Wong, 2003). Garage and Pang claim that

Better decisions are reached and greater efficiency is achieved as issues are discussed extensively via open communication among people having varying viewpoints involved in participatory management. Another observation that is noteworthy is the impact that participatory management has on participants as they tend to have a sense of ownership of

change initiatives and eventually extend stronger support in order to realize the goals of such efforts (Garage and Pang, 2003).

2.11. Challenges of ~~good~~ Good governance ~~Governance~~

The weakness of good governance concept however, calls into question each of these projects. Without stronger concepts, donor agencies have no clear basis up on which to argue the advantages of measurement versus another, or to evaluate the relative importance of different components of governance in any classification. Without better measures, donor agencies cannot, in a rigorous manner, empirically test hypothesis about how political and economic institutions change much less develop evidence –based strategies about how to positively challenges this change. Nor can they be very convincing about the rigors of quantitative findings suggesting a causal relationship between measures of governance and development outcomes.

The question of “how to improve governance?” is, of course, the most pressing from a strategy perspective. However, this question cannot be rigorously answered without better addressing the concept of good governance: “how to improve what exactly?” “Good governance as a concept, and why this Matters for development policy”. The provides a review of donor approaches to governance disuses conceptual issues in greater depth and argues that one promising way forward is to disaggregate the concept of “Good governance and to refuse our attention and analysis on its various disaggregated components (e.g. democracy, civil and political rights, public sector government. While it thus is likely to remain in common public usage, as is, it is not a useful concept for development analysis and policy makers.

As a governance and good governance describes concept of governance is not new. It is as old as human civilization simply put governance means the process of decision –making and the processes by which decision are implemented (or not implemented). Governance can be used in several contexts such as corporate governance internal governance national governance and local governance. Science governance the process of decision making and the process by which decision focus on the formal and informal structures that have set in place to arrive at and implement the decision.

Government is one of the actors in governance. Other actors involved in governance vary depending on the level of government that is under decision. In rural areas for example other

actors may include influential land lords, associations of peasant farmers, cooperatives, NGOs, research institutions, religious leaders, finance institutions, political parties the military and others too. The situation in urban areas is much more complex.

At the national level in addition to the above actors made lobbyists, international donors, multinational corporate etc. –may relay a role in decision-making process. All actors other than government and the military are grouped together as part of civil society. In some states in addition civil society organized comer syndicates also challenges decision-making particularly in urban areas and the national level. Similarly for legal government system is one means by which decision are arrived at and implemented. At the normal level informal decision-making structure, such as “kitchen cabinets” or formal advisors may exist in urban areas, organized crime syndicates such as the land mafia may influence decision making such informal decision-making in often the result of corrupt practices or leaders to corrupt practices. Whereas a good governance is aparticipatory, consensus oriented, accountable, transparent, responsive and efficient equitable and inclusive and follows the rules of law.

It assures that corruption is minimized the views of minorities are taken into account and that voice of the most vulnerable in society are heard in decision making. It is also representative to the present and further needs of society and as indicated in public system management. As Frederic Kson (2005) points out two important implications arises from the critique of governance one is that governance approach to public administration focuses on change and reform rather than functioning of institution such as state. The second implication of the critique is that governance theories look for in all pervasive patterns of organizational and administrative behavior a general theory that provides and explanation for the past and a means to predict future.

As Frederickson suggests a fundamental distinction between public administrations as the internal a day –to-day management of the organization and governance as management of extend state. It includes management of non-governmental, institutional and other organization in so far as their policies or actions affect the citizens in the same way as state agencies. There are challenges that the governance faces such as corruption, instability, injustices and may more instead of good governance, social justice and democracy.

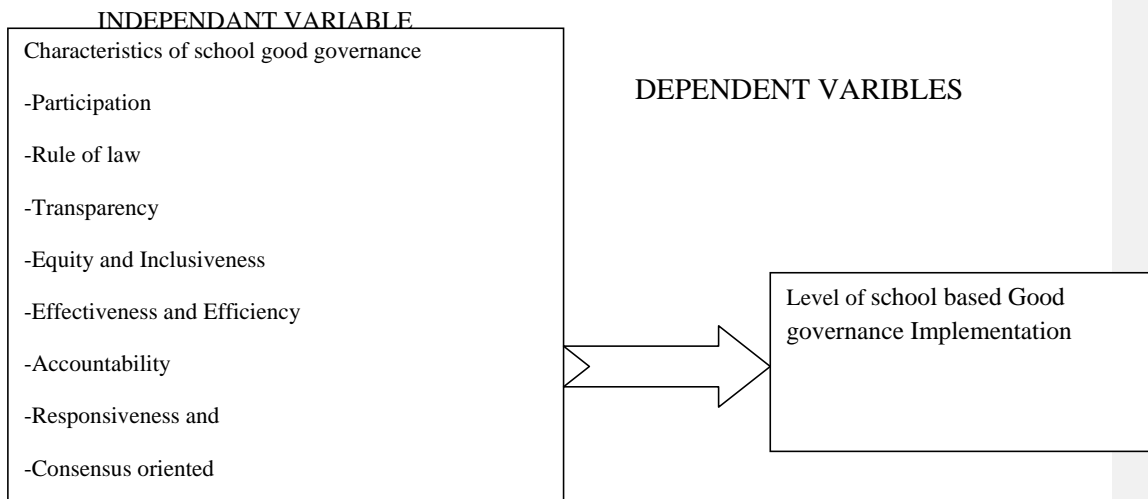


Table1-conceptual frameworks

2.12 Gaps in Literature Reviewed

Varies studies have been conducted on stakeholders’ participation in primary schools management globally locally. For instance, globally, Lekhetho (2013) did a study on stakeholder perspectives on strategies that can improve student performance in the school leaving examinations in Lesotho and Mokoena (2012) a study on the effective participative management of stakeholders in schools. However, since these studies were not conducted stakeholders participation to ensure school good governance and performance in secondary schools. This study therefore seeks to fill this research gap by investigating the influence of stakeholders’ participation to ensure educational good governance and performance in secondary schools.

2.13 Summary of Literature Review

This chapter has reviewed relevant literature on the influence of stakeholders’ participation to ensure school good governance and performance in secondary schools. It was established in this literature that school stakeholders are considered as the main source of school good governance and performance by the staff, pupils, parents, community members, private sectors, civil society

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organizations and associations. This therefore calls for head teachers to be knowledgeable in educational matters and managerial matters. Managerial skills are necessary for appropriate stakeholders' involvement includes technical skills, human relations skills, conceptual skills, time management skills and infrastructure management skills with in participatory school leadership so as to implement school good governance and performance. It also found that school stakeholders' involvement in decision making enhance school good governance and performance. Teachers desired greater involvement in decision making than they were currently involved.

Further, stakeholders' involvement in secondary school activities can lead to improvements in achievements and learning, pupils feeling more confident in their learning, improvements in teaching practice, better discipline and behavior and more positive community school relationships as the result of school good governance. Lastly, school parents were found to play an important role in their children's ability to achieve academically. Especially, every parent should be involved in their children's education. In order for children to succeed in academics, there needs to be a good foundation in place their homes as well as routines, boundaries, support and rules that govern the home. These components create stability and comfortable school environment that is conducive to learning and achieving success in their academic studies as well as life in general

What is review related literature? The literature review should cover the main relevant theories and empirical studies in this area. Your review related literature is more of a lecture note than a literature review!

State the theory of good governance more relevant to your study.

How do you relate this review of related literature to your data analysis and interpretation?

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Chapter Three

Research Methodology

This chapter describes the research methodology employed in this study. Hence, in the chapter the study site, sample and sampling techniques, instruments of data collections and methods of data analysis are discussed below.

3.1 Area of the Study ~~The study site~~

This study was conducted in Dejen Town Administration which is found in East Gojjam zone of Amahara Regional state. It is about 230km north of Addis Ababa and 335km south of Bahir Dar, the capital of Amhara Regional state. The population number of Dejen Town Administration is about 28028 and most of the people are merchants and civil servants. Dejen Town Administration is selected as a study site because of the following reasons. First, since the researcher live in this Town Administration, it is easier to get information without travailing long distance. Secondly, information and resources for the study are easily accessible. Thirdly, most of the experienced teachers of the sample are expected to give relevant information for this study. Fourthly, no research was conducted relating to the role of stakeholders participation to ensure school based good governance in the school.

Comment [u23]: You should give us a detail description about the area of the study.

3.2 Research Design and Approach

This study was aimed to assess the role of stakeholder's participation to ensure school good governance in secondary school of Dejen Town Administration. Because of its appropriateness's for collecting data and to achieve the main objectives of the study, particularly a descriptive survey design was used. This type of design studies construct which may be for example opinion, beliefs, attitudes and help to obtain valuable information from the large number of population and can be inferred from the responses obtained from small subjects [Brown 20001]. Besides, the data were analyzed using qualitative and quantitative methods. This study employed a descriptive research design. This research design was used in this research was descriptive with the following justifications i.e. the kind of problems identified and the research questions raised in this study directly mesh the theoretical arguments forwarded by scholars in favor of descriptive method. For instance, (Ortinau 2006:218) forwarded three determinants for the research method to be descriptive.

These are:

1. If the nature of the initial research problem is to describe the characteristics of phenomena under investigation.
2. If the research question focused on issues like what, where, how and who, but not why.
3. If the type of questions used to ask respondents are about what they think, feel and do.

As a result, in this study descriptive study employed due to the problem, the research questions and the types of questions used to ask respondents are meshing to the above determinants of descriptive design.

3.3. Population of the study

For the purpose of this study, the population that was involved as a key stakeholder were 144 teachers and principals of one governmental General secondary and preparatory school.

3.4 Sampling Technique and Sampling Size ~~Sample size of the study~~

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The nature and size of the sample are determined by a number of factors. According to Yalaw Endawoke [20005] sample size can be determined by considering the population size of the study. According to him, in educational research's, especially for descriptive study, the population under the study is homogenous, a small size could be sufficient to represent the whole population. Hence, taking this fact into account, the researcher selected 72 teachers and principals were the samples of this study.

3.5 Sampling Techniques

In gathering the data, there must be appropriate and representative sample. In the research setting one General secondary and preparatory school teacher and principals in Dejen Town Administration were selected. The researcher was used non-probability sampling techniques for questionnaires. On the other hand, the researcher selected 72 of the 144 teachers and principals purposively to be interviewed and questioned. Non probability sampling techniques random selection mostly is not implemented.

3.5.1. Purposive sampling

This type of sampling is a technique of selecting elements of a sample to be studied in which the researcher selects elements purposefully because they possess important information for the study. To

conduct this research, purposive sampling techniques were employed, because this study was conducted by asking skill persons, chiefs and stakeholders of the school. This means purposive sampling technique is based on who would be appropriate for this study.

To identify the respondents the researcher used to show in the table below.

Number of teachers and samples			
No.	Name of school	Number of Teachers and principals	Sample Teachers and principals
1	Gojjam Ber General secondary and preparatory school	144	72
	Total	144	72

Table 2 Name of school, Sample of teachers, school principals and their sample size

Method of Data Collection???

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3.6. Instruments of Data collection

The researcher has got the data for the study needed from various sources. The source may vary depending on the nature of the study. Therefore, this study, to collect data from the samples, the researcher used questionnaires, interview and documentary reviews. These instruments were used to qualitative and quantitative data for the purpose of investigating relevant information from the teachers and principals of the school.

3.6.1. Questionnaires

Questionnaires are instruments that help the researcher to collect appropriate information from many participants in a short period of time if the questions are clear, short, simple and to point to understand the concept. According to Dornyei [2005] cited in Mengiste [2015], questionnaire can collect data about respondent attitudes, opinion, and value. Three items of questionnaires were developed and distributed for the sample teachers to get information about their attitudes, the role of stakeholder's participation to ensure school based good governance. Only close-ended questions were designed, because it is easy to answer, it takes little time in filling them and keep to the point. The questionnaire was in close ended format on the basis of liker scale having five point scales.

The aim of the questionnaire was to find out information might be difficult through direct observation. Different scholars propose that questionnaire is more convenient if the population size is very large.

3.6.2 Key Informant Interview

According to Nunan [1992] the interview is suitable for the descriptive study for two reasons. First, the interview could be employed for securing relevant data; secondly the respondents with whom the interview was conducted were few in which case interview questionnaires were structured for principals of the school. Getting additional data in this study helps to guide the participants of the study in providing relevant data and getting verification by asking their reasons.

3.6.3 Documentary review

In this study, the method was used to obtain records of different documents of available for conductive study and response to school good governance and stakeholder's participation. Relevant documents of the school, such as administration and academic documents were reviewed. The information gathered enabled the researcher to triangulate data obtained through questionnaire and interview.

Validity and Reliability of the Instruments???

3.7. Pilot Testing of the Instruments

It was done for the questionnaires before it was distributed to the actual respondents. The purpose of the piloting was to establish appropriate data gathering instruments and to follow the necessary procedures. Generally it was used to test the reliability and validity of the questionnaire and to improve the instruments before distributing to the respondents. For the pilot study, the researcher used teacher who are not participants in the process of data gathering, 64 participants of the pilot study were selected randomly from other high schools [EnemayWoreda secondary school]. The teachers were told to fill the questionnaires in the separated room when they are free of their class. The data gained through questionnaires was analyzed by using Cranach Alpha techniques to determine whether questions are not reliable by non- participant teachers, whose results obtained 0.801 the results showed the items reliability.

Gray [2004] stated that validating research instruments is mainly used to get some evidence on whether the content or the items are relevant in helping to answer the questions. Accordingly, for the validity of the questions used in the above instruments, the researcher has shared experiences from well experienced teachers [who have already had MED in different subjects]. They have assess me in evaluating the content and face validity of the questionnaires and preparing interview questions

3.8. Data collection Procedures

The data were collected by the researcher in the following ways. First, the questionnaires were administered well so as to avoid data contamination. Then after, the questionnaire was distributed to the teachers to collect data. Finally the interviews of the school principals were conducted with brief orientations about the purpose of the study.

3.9 Method of ~~data~~-Data Analysis

The data that were obtained from questionnaires, interview and document review were analyzed by using qualitative and quantitative methods, because these methods are the effective way in descriptive research design to address a research problem; so employing both qualitative and quantitative to critically explore a given method is advisable research problem. The qualitative data of this study were analyzed in the form of text and narratives. The qualitative data were analyzed mainly by using content analysis. Content analysis according to [Msaghaa, 2010] is a method which helps the researcher to analyze text in the form of writing, sounds or pictures. After a though reading of data, the researcher was attempted to develop categories or codes and reduced the voluminous of data into manageable sets of themes. Finally by using narratives descriptions each theme were analyzed. On the other hand, the quantitative data was put in numerical form to easily allow mathematical operations. The information was coded and frequented before calculation of percentages. The numerical data was finally summarized and presented in tables. So that, both qualitative and quantitative methods of data analysis were employed for this study.

3.10. Ethical ~~Research considerations~~Considerations

- This research observed all necessary ethical standards in its conduct which helped the researcher to avoid unnecessary psychological and physical harm to the school governances. The researcher processed research clearance permit letter request for co-

operation from Addis Ababa University from responsible authorities including the principals and vice principals of District Education office as well secondary school to ask for the consent of the issue so that they can willingly be involved in the study. In addition to that, the researcher ensured confidentiality of information or the responses of the respondents.

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CHAPTER FOUR

4.

DATA PRESTATION, ANALYSIS AND INTERPRETATION

DATA PRESENTATION AND ANALYSIS

This study was conducted to ~~describe~~examine the role of stakeholders to ensure educational good governance. Moreover, the challenges that face in involvement of stakeholders to ensure school good governance were assessed. Hence, this chapter discusses the data analysis and discussions.

Participants of the study were asked to describe relevant demographic information such as their sex, age level, educational level, teaching experience, and responsibilities. Frequency distribution were used for demographic factor of respondents and have been presented and analyzed by descriptive statistics.

4.1.

Socio-Demographic Characteristics of the Respondents

Background of the respondents

Particulars	Frequency	Percent	Sex	
			Male	Female
Respondents	64	88.9%	56	8
Non respondents	8	11.1%	5	3
Total	72	100%	61	11

Table 3 Frequency distribution

As the above table shown, from the structured questionnaires distributed 64 (88.9%) of respondents returned the questionnaires were as the remaining 8(11.1%)of respondents did not return from the table given above. It is mostly expected none of hundred percent respondents .Because in different natural factors (i.e COVID-19) and by each of individual behaviors of the respondents.

Sex	Frequency	Percent	Cumulative percent
Male	56	87.5%	87.5%
Female	8	12.5%	100

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Total	64	100	
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Table 4 Gender of respondents

As it is shown in the above table 56 (87.5%) of the respondents were males and the rest 8 (12.5%) respondents were females.

Age level	Frequency	Percent	Cumulative percent
Below 25	0	0	0
25- 30	7	10.9	10.9
31- 40	30	46.9	57.8
41- 50	21	32.8	90.6
51- 60	6	9.4	100
Total	64	100	

Table 5 Age of respondents

As shown the above table 7(10.9%) of the respondents were found at the age of 25-30, 30(46.9%) of the respondents were found at the age of 31-40, 21(32.8%) of the respondents were found at the age of 41-50 and 6(9.4%) of the respondents were found at the age of 51-60.

Educational Level	Frequency	Percent	Cumulative percent
Diploma	0	0	0
First Degree	41	64.1	64.1
Second Degree and above	23	35.9	100
Total	64	100	

Table 6 Educational Levels of Respondent

As shown the above table 41(64.1%) of the respondents were found at the educational levels of first degree and 23(35.9%) of the respondents were found at the educational levels of second degree. This shows that the whole respondents may not have a serious problem to understand the questionnaires and to respond properly

Experience	Frequency	Percent	Cumulative percent
0-5	0	0	0

6-10	4	6.2	6.2
11-15	12	18.8	25
16-20	31	48.4	73.4
Above 20	17	26.6	100
Total	64	100	

Table 7 Work Experience

As shown in the above table 4(6.2%) of the respondents were found at the work experience of 6-10, 12(18.8%) of the respondents were found at the work experience of 11-15, 31(48.4%) of the respondents were found at the work experience of 16-20 and 17(26.6%) of the respondents were found at the work experience of above 20 years of service. According to the table, most of the respondents are under high service category to understand the nature of their institution and to give an appropriate response for the given questionnaires.

Responsibility	Frequency	Percent	Cumulative percent
Teacher	61	95.3	95.3
Principal	3	4.7	100
Total	64	100	

Table 8 Responsibilities of Respondents

As it is shown in the table 61(95.3%) of the respondents were found under the responsibility of teaching and only 3(4.7%) of the respondents were found under the responsibility of the school principal ship. This shows that most of the respondents were teachers to understand and to respond to what extent educational good governance was ensured in relation to stake holders' involvement as the main internal stakeholders of their school.

4.2. Analysis of Data from Questionnaires

For the total number of 72 questionnaires that was prepared in English language and distributed to 72 teachers and school principals, only 64 questionnaires were collected. The analysis was made based on these responses. Frequency distribution, mean, and standard deviation of independent and dependent variables were conducted and analyzed by descriptive survey.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
1	Understanding what can stakeholders' participation in Education do?										
1.1	Maximizing limited resources	7	10.9	48	75	2	3.1	7	10.9		
1.2	Identifying and addressing educational problems	6	9.4	45	70.3	3	4.7	10	15.6		
1.3	Developing relevant curriculum and learning materials			47	73.4	3	4.7	14	21.9		
1.4	Realizing democratic school environment	4	6.3	46	71.9	1	1.5	13	20.3		
1.5	Creating community, school partnership			51	79.7	2	3.1	11	17.2		
1.6	Ensuring sustainability	2	3.1	45	70.3	2	3.1	15	23.4		
1.7	Ensuring school good governance	6	9.4	49	76.5			9	14.1		
1.8	Advancing performance and educational benefits	5	7.8	44	68.8			15	23.4		
1.9	Raising money funds for schools	5	7.8	41	64.1			18	28.1		
1.10	Minimizing low enrollment high repetition and dropout	3	4.7	48	75	1	1.6	12	18.7		
1.11	Ensuring students regular attendance and completion	7	10.9	49	76.6			8	12.5		
1.12	Improving home environment	2	3.1	45	70.1	2	3.1	15	23.4		

1.13	Boosting moral of school staff	3	4.7	52	81.2	1	1.6	8	12.5		
1.14	Implementing participatory school leadership	6	9.4	53	82.8			5	7.8		

Table 9 Understanding what can stakeholders' participation in Education do?

The above table indicates that the majority of the respondents have adequate understanding to what can do stakeholders participation in their secondary schools. To say that 6.3% of the respondents were confirm that the importance of stakeholders participation by saying of strongly agree (Levels of measurement number 5).The rest of 74% the respondents agreed about the essence of stakeholders' involvement for their secondary school holistic performance but only 2% the respondents were not sure the importance of stakeholders' participation.

In the case of disagreement 17.8% of the respondents were not confirm about the stakeholders' contribution for school performance and school good governance.

To conclude the above table data analysis, is possible to say that the majority of the respondents were understood about the importance of stakeholders involvement to ensure school good governance and realizing democratic school environment because, 6.3% and 74% of the respondents strongly agreed and agreed respectively or almost 80% of the respondents have appropriate understanding about stakeholders' contribution for their secondary school sustainable performance and school good governance.

No	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
1	SchoolParticipation										
1.1	All men and women have a voice in educational decision making either directly or in directly.			10	15.6			44	69	10	15.6
1.2	Teachers and pupils are participating as key stakeholders of the school.			8	12.5			49	76.5	7	10.9
1.3	Parents and community members are participating in identification of school problems as external stakeholders.			10	15.6	1	1.6	46	71.9	7	10.9
1.4	Parents, teachers, community members and pupils are participation in the study of feasibility, planning, implementation and evaluation as a stake.			7	10.9	1	1.6	48	75	8	12.5
1.5	There is stakeholders' involvement contributing in labor, material and funds.			12	18.8			49	76.6	3	4.6

Table 10 to what extent or degree stakeholders are involving to ensure school based participation.

Concerning the extent of stakeholders' participation on the above table only 14.7% of the respondents showed their agreement, 0.6% the respondents were not sure to decide about the

degree of participation, 73.8% of the responds showed their disagreement and 10.9% strongly disagreement about stakeholders participation.

In general in terms of participation about 84% and 11% of the respondents were disagreed and strongly disagreed respectively and the rest of about 14.7 and 0.6% the respondents were agree and not sure about the existing stakeholders participation respectively to ensure school good governance.

No.	Items	Level of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
2	School Rule of Law										
2.1	The existing legal frame works are enforced impartially for the promotion human rights.			12	18.8			49	76.6	3	4.6
2.2	There is a proper handling of the school budget based on financial law			13	20.3	2	3.1	47	73.4	2	3.1
2.3	The school power relations are practiced following legal rules and regulations.			8	12.5	2	3.1	49	76.6	5	7.8
2.4	The school security is provided by enforcement of rule of law.			5	7.8			48	75	11	17.2

Table 11 to what extent stakeholders are participating to ensure school Rule of Law

Regrinding the above table or about the extent of stakeholders participation to ensure school rule of law 14.9% the respondents were agreed, 1.6% were not sure about participation for rule law,75% of the respondents showed their disagreement for the current participation and 8.2% of the respondents were strongly disagreed. This shows that stakeholders' participation to ensure school good governance was less as it is indicated in the table above is being shown.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
3	School transparency										
3.1	The information is freely available and directly accessible to parent, teachers, pupils and sponsors.			8	12.5	3	4.7	46	71.8	7	10.9
3.2	Enough information is provided in easily understandable forms and media.			6	9.4			47	73.4	11	17.2
3.3	Decisions taken by stakeholders and their enforcement are done in manner are following rules and regulations of the school.			10	15.6	2	3.1	45	70.3	7	10.9

Table 12 to what extent stakeholders are participating to ensure transparency

Concerning school transparency involvement the above table about the extent of stakeholders' participation to ensure school transparency 13% of the respondents were agreed, 2.1% of the respondents were not sure, 71.8% of the respondents were disagreed and 13% of the respondents were strongly disagreement.

In general, at about 84.8% of the respondents were under the category of disagreement and strongly disagreement as it is high level of disagreement so, it is possible to say that there is lack of school transparency.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
4	School Equity and Inclusiveness										
4.1	All internal stakeholders have opportunities to improve their wellbeing			12	18.8			49	76.6	3	4.6
4.2	All members of the school community felt that they have a stake.			8	12.5	2	3.1	50	78.1	4	6.3
4.3	All members of the school community do not feel excluded from the mainstream.			10	15.6			46	71.9	8	12.5

Table 13 to what extent stakeholders are participating for Equity and Inclusiveness

Regarding the above table 15.6% of the respondents confirm about their agreement of stakeholders participation to ensure school equity and inclusiveness, 1% of the respondents were not sure for the question, 75.5% of the respondents were disagreed and 7.8% of the respondents were strongly disagreed about the questionnaire. Based on the above analysis 83.8% of the respondents were under the category of disagreement about the extent of stakeholders' participation to ensure school equity and inclusiveness.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fr i.	%	Fr i.	%	Fr i.	%	Fr i.	%	Fr i.	%
5	School Effectiveness and Efficiency.										
5.1	There is sustainable use of resources of the school.			12	18.8			48	75	4	6.2
5.2	There proper protection of school environment.			13	20.3			45	70.3	6	9.4

5.3	There are school results that meet the needs of school community.			11	17.2	1	1.6	45	70.3	7	10.9
5.4	Community school environment is practically created and implemented.			7	10.9	3	4.7	43	67.2	11	17.2

Table 14 To what extent stakeholders are participating for Effectiveness and Efficiency

About the above table 16.8% of the respondents were confirmed, 1.6% of the respondent were not sure the degree of stakeholders participation about school effectiveness and efficiency and 70.7% of the respondents were not agreed, 10.9% of the respondents not strongly disagreed in general at about 81.5% of the respondents were under the category of disagreement and strongly disagreement about the participation of stakeholders to ensure school equity and inclusiveness with in less participation.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
6	School Accountability										
6.1	The school is accountable to those who will be affected by its decisions or actions.			13	20.3	2	3.1	46	71.9	3	4.7
6.2	The schools accountability is enforced with transparency and rule of law.			11	17.2	2	3.1	51	79.7		

Table 15 To what extent stakeholders are participating for Accountability

Concerning the school of accountability on the above table 18.8% of the respondents were agreed, at about 3.1% of the respondents were not sure for the degree of stakeholders participation to ensure school accountability and 76% of the respondents were disagreed, 2.4% of the respondents were strongly disagreed, so it is possible to say that 78.4% of the respondents were under the category of disagreement and strongly disagreement so that it is possible to say that there is less stakeholders participation to ensure school accountability.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
7	School responsiveness										
7.1	School organs and processes try to serve all stake holders.			16	25			43	67.2	5	7.8
7.2	The school has a responsible time frame			9	14.1	1	1.6	51	79.7	3	4.4

Table 16 To what extent stakeholders are participating for Responsiveness

Regarding the stakeholders' participation to ensure school responsiveness 19.6% of the respondents were agreed, 0.8% of the respondents were not sure about the degree of stakeholders participation and 75.5% of the respondents were disagreed as well as 6.1% of the respondents were strongly disagreed about the questionnaire. For the above analysis it is possible to say that almost 81.6% of the respondents were under the category of disagreement and strongly disagreement concerning stakeholders' involvement to ensure school responsiveness against less participation that is not more than 19.6% the respondents with their agreement of the questionnaire.

No.	Items	Levels of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
8	School consensus oriented										
8.1	There is the mediation of school community interests to reach a broad consensus.			11	17.2	2	3.1	48	75	3	4.7
8.2	There is the system of consensus in the best interests of the whole community.			8	12.5			49	76.6	7	10.9
8.3	There is institutional consensus to achieve the best interests of t			5	7.8			53	82.8	6	9.4

Table 17 To what extent stakeholders are participating for Consensus oriented

Concerning the above table that is stakeholders' participation to ensure school consensus oriented 12.5% of the respondents were agreed and 1% of the respondents were not sure about the degree of stakeholders' involvement to ensure to ensure school Consensus. Regarding respondents disagreement and strongly disagreement 78.1% and 8.3% the respondents were respectively, which is almost at about 86.4% of the respondents, were under the category of disagreement and strongly disagreement but not more than 13% of the respondents were under an agreement. That means there is less stakeholders' participation so as to ensure school consensus.

No.	Items	Level of measurement									
		5		4		3		2		1	
		Fri.	%	Fri.	%	Fri.	%	Fri.	%	Fri.	%
1	What challenges are affecting stakeholders' participation to ensure school good governance?										
1.1	Resistance among stakeholders in terms of school involvement	9	14.1	45	70.3	1	1.5	9	14.1		
1.2	Lack of collective decision making structure at school level	11	17.2	48	75			5	7.8		
1.3	Limited involvement of nongovernmental organizations and associations	8	12.5	43	67.2	1	1.5	12	18.8		
1.4	Lack of training for community activism and leadership	6	9.4	44	68.8			11	17.2	3	4.6
1.5	Absence of an open and democratic school environment	12	18.6	46	71.9	2	3.1	4	6.4		
1.6	Limited experience in public administration	10	15.6	43	67.2			11	17.2		
1.7	A Centralized policy with less emphasis on local imitative	9	14.1	42	65.6	3	4.7	10	15.6		

1.8	A centralization of professional experts and school principals	13	20.3	44	68.8			7	10.9		
1.9	Formation of self-managing and excluded management	6	9.4	41	64.1	1	1.5	14	21.9	2	3.1
1.10	Limited interest to serve all stakeholders	10	15.6	40	62.5			14	21.9		
1.11	Stakeholders did not have equal voice in decision making	4	6.3	47	73.3			9	14.1	4	6.3
1.12	Stakeholders are not accountable for their decisions and actions	10	15.6	45	70.3	1	1.6	8	12.5		
1.13	Un accessibility free flow of information to the government	7	10.9	41	64.1			15	23.4	1	1.6
1.14	Absence of legal frame work to be fair and enforced impartially, particularly, the laws on professional rights	5	7.8	43	67.1	1	1.6	14	21.9	1	1.6
1.15	Decision making in government, the private sector and civil society organizations are not accountable to the public, as well as to institution stakeholders	4	6.3	48	75			12	18.2		

Table 18 what challenges are affecting stakeholders' participation to ensure school good governance

ON the above table asked about what challenges are affecting stakeholders participation to ensure school good governance about 12% of the respondents showed their strongly agreement, 68.7% of the respondents showed their agreement and 1% of the respondents were not sure about the challenges that affect stakeholders participation on the other hand 16.1% of the respondents were disagreed and 1.1% of the respondents were strongly disagreed about the challenges that affect stakeholders involvement to ensure school good governance.

No.	Variables	No. of respondents	Minimum	Maximum	Mean	Standard Deviation
1	Understanding what can stakeholders' participation in Secondary school do?	64	3.5	3.9	3.7	0.45
2	Degree of participation on characteristics of school good governance					
2.1	School participation	64	1.8	3.1	2.4	0.24
2.2	School rule of law	64	2	2.4	2.2	0.4
2.3	School transparency	64	1.6	2.2	1.9	0.6
2.4	School equity and inclusiveness	64	2.2	2.3	2.3	0.01
2.5	School Effectiveness and Efficiency	64	2.1	2.3	2.2	0.2
2.6	School accountability	64	-	-	2.4	0
2.7	School responsiveness	64	2.2	2.4	2.3	0.14
2.8	School consensus	64	2.1	2.3	2.2	0.14
3	Challenges that affect stake holders participation to ensure school good governance	64	2.9	4	3.7	0.54

Table 19 Descriptive statistics for stakeholders' participation to ensure school good governance

4.3. Analysis of Data Obtained through Interview

There were two school principals who participated in open ended interview. **Eight interview questionnaires** were prepared to ask those school principals. Question one, for how long did you understand school good governance mean? Accordingly, of the interviewers they understand the concept of school good governance, but the researcher did not observe them while they practice in their school. Concerning the second question, both the respondents were agreed on stakeholder's involvement, because it's vital to ensure a democratic school environment. Regarding on question three, and four, do parents, teachers, civic societies and NGOS participate effectively on school good governance related facts? A, Yes B, No. The answer of the interviewers is No, because the above stakeholders were not fully encouraged in the process of decision making of the school. This is due to

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unwillingness of parents to attend in school meeting, less emphasis of teachers and weak relationship with civic societies and NGOs. Question five what factors do you think negatively affect stakeholders involvement towards the school? Accordingly, the respondent's internal and external factors negatively affect stakeholder's involvement in the school. Regarding on the last question, what do you think are the major challenges which affect stakeholder's involvement to ensure school good governance in your secondary school? Based on the results of the interviewers' absence of democratic environment and in accessibility free flow of information are the major challenges which affect stakeholder's involvement to ensure school good governance.

4.4. Discussion

In this part the major findings of the study were collected through tools like questionnaires, interview and document analysis were discussed based on using research question as a guide line with the previous findings.

Question one; Understanding about what cans stakeholder's participation in education?

In order to see how the respondents were participating to implement school good governance, school, and the researcher found it important to incorporate various points in the instruments and triangulate them. Accordingly, the questionnaire, the interview and document review were employed.

The result of the questionnaires and interview shows that the majority of the respondents have awareness for the importance of stakeholder's participation for school development of good **governance and less awareness of the respondents about the essence of stakeholder's involvement.**

Based on Gizachew (2012), the design and implementation policy and strategies were not accepted and implemented by local community, this is due to lack of stakeholders participation. Similarly the current researcher findings indicated, the questionnaire and interview results showed similar with the above findings.

Research question 2; to what extent stake holders are involving to ensure school good governance?

Based on the data gained through questionnaire showed the degree of stakeholder's participation to ensure school good governance based on the characteristics of school good governance was not positive. The result were supported by scholars, Jowi(2003), increased stakeholders participation in school administration worldwide in an academic discourse is the current agenda. Similarly the current study had the same results.

Research Question 3; what are the major challenges of educational good governance?

As far as the major challenges affecting are considered, the researcher asked to answer as well as listen and observed from the respondents.

There are various challenges affecting stakeholder's participation to ensure school good governance, such as absence of an open and democratic environment, limited interests to serve all stakeholders,

limited experience in public administration and absence of legal frame work to be faire and enforced impartially. According to the scholar view, Leo (2008), in education ineffective governance leads educational system to in efficiency in service delivery, poor student academic performance and the prevalence of corruption. The current findings result also shows that, lack of stakeholder’s participation leads to poor educational performance due to absence of accountability and openness, inclusive participation, rule of law and lack of equity as well as consensus oriented.

Comment [u25]: You have simply presented the gathered data.
Where is your interpretation?
Based on your data you should say something.

UNIT FIVE

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5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this part of the paper findings of the research had briefly summarized, more condensed and comprehensive statements had offered in the form of conclusions and recommendations.

5.1 ~~summaries of the major findings~~ Summary

The main purpose of this study was to investigate the significance of stakeholders’ participation to ensure school good governance and its challenges in Dejen Town Administration. More specifically the study had designed to answer the following research questions: What can stakeholders’ participation in education do? To what extent stakeholders are involving to ensure school good governance, what challenges are affecting stakeholders’ participation to ensure school good governance especially in government secondary school of Dejen Town Administration.

In order to find out answers for those the above research questions the study has used close-ended questionnaires and open-ended interviews as the main data gathering tools as well as document analysis had been used as supplementary instruments to gather or generate additional information. The collected data were analyzed by using descriptive statics such as tables, percentage, mean and standard deviation or variances.

The major findings of the analysis were briefly summarized in the following as follows are:

1. Concerning understandings about what can stakeholders’ participation in education do? 6.3% of the respondents were strongly agreed, 74% of the respondents agreed about the essence of Stakeholders’ participation to ensure school good governance and performance of all round school achievements and 17.8% of the respondents were disagreed but 2% of the respondents

were not sure about the essence of the stakeholders' participation. In general 80% of the respondents were under the category of agreement the rest of 17.8% under disagreement but 2% were not sure. The above result shows that the majority of the respondents have awareness for the importance of stakeholders' participation for development of school good governance and less awareness of the respondents about the essence of stakeholders' involvement.

2. Regarding the extent or the degree of stakeholders' participation to ensure school good governance based on the characteristics of school good governance such as:

2.1. For school based participation, at about 10.9% of the respondents were strongly disagreed 73.8% of the respondents were disagreed or 84% of the respondents were under the category of disagreement and less than 15% were agreed the rest of 0.6% were not sure for the extent of stakeholders participation as a key corner stone of the school. This shows that there is less stakeholders' participation for the development of school good governance.

2.2 For school based Rule of Law, Regarding this 8.2% of the respondents were strongly disagreed, 75% were disagreed or at about 83% of the respondents were under the category of disagreement about the existence of school rule of law and only about 15% were agreed 1.6% were not sure. The analysis shows that there is less participation to implement school rule of law implement school good governance.

2.3 Concerning the extent of participation to ensure transparency, 13% of the respondents were under the category of strongly disagreement and 71.8% were under disagreement about school transparency and at about 13% of the respondents were under the category of agreement but 2.1% were not sure about the extent in general almost 85% of the respondents disagreed. This shows that there is less school transparency so as to implement school good governance at the current time in secondary school.

2.4. Participation for Equity and Inclusiveness 7.8% of the respondents were strongly disagreed, 75.5% were disagreed and 15.6% were agreed but 1% were not sure. For this analysis at about 83.8% of the respondents were under the category of disagreement but less than 16% were under agreement but 1% were not sure for the presence of equity and inclusiveness, then it shows that there is less participation to implement school equity and inclusiveness for the contribution to ensure school good governance.

2.5. For the extent of Participation for school Effectiveness and Efficiency 10.9% of the respondents were strongly disagreed, 70.7% were disagreed and 16.8% were agreed the rest of 1.6% were not sure. In general almost 81.5% of the respondents were under the category of disagreement but only 16.8% were under agreement but 1.6% were not sure about the existence of secondary school effectiveness and efficiency. The analysis shows that there is less stakeholders' participation for school effectiveness and efficiency to ensure school good governance.

2.6. For the extent of participation to school accountability 2.4% of the respondents were under the category of strongly disagreement 76% were in disagreement about the degree of stakeholders' participation for school accountability and 19% of the respondents were agreed for the existence of school accountability to ensure school good governance but 3.1% were not sure as almost 78.4% were disagreed, the analysis shows that there is lack of school accountability as well as lack in school good governance.

2.7. For the extent of Participation for school Responsiveness 6.1% of the respondents were strongly disagreed and 73.5% were disagreed about the degree of stakeholders participation for responsiveness and 19.6% of the respondents were agreed for the existence of participation to implement school responsiveness but 0.8% were not sure. For this analysis 81.6% were disagreed about the issue that means the schools were not responsive for their institutional service or to serve all stakeholders.

2.8. For the extent of participation to school consensus orientation at about 8.3% of the respondents were strongly disagreed, 78.1% were disagreed and 12.5% were agreed but 1% were not sure about consensus. As 86.4% were disagreed and only about 13% disagreed it is possible to say that there was less school consensus orientation in secondary school at the current time that means there is less mediation of school community interests to reach a broad consensus to ensure school good governance.

3. Concerning the challenges that are affecting to ensure school good governance 12% of the respondents were strongly agreed and 68.7% were agreed about the challenges that are affecting to ensure school good governance but 16.1% of the respondents were disagreed and 1.1% were strongly disagreed and 1% of the respondents were not sure about the challenges for this analysis

80.7% of the respondents were under the category of agreement about the challenges affecting stakeholders' participation to ensure school good governance and less than 20% of the respondents were under the category of disagreement this shows that there are a number of challenges affecting stakeholders' involvement to ensure school good governance.

Comment [u26]: You should focus on the major findings and key contributions of the thesis.

5.2. Conclusions

This study attempted to address the role of stakeholders' participation to ensure school good governance in secondary school of Dejen Town Administration, the study addressed:

To identify the respondents understanding what can stakeholders' participation in education cando? In general and specifically about maximizing limited school resources, identifying and addressing educational problems, creating school community partnership, ensuring school good governance, ensuring sustainability, realizing democratic school environment, raising money funds for schools, advancing performance and educational benefits, minimizing low enrollment, high repetition and drop out, boosting moral of school staff, improving home environment and as such were addressed.

To assess to what extent stakeholders are involving to ensure school good governance and performance in relation to characteristics of school good governance that are:

- For School participation
- For School Rule of Law
- For School Transparency
- For School Equity and Inclusiveness
- For School Effectiveness and Efficiency
- For School Accountability
- For School Responsiveness and
- For School based Consensus orientation

To investigate what challenges are affecting stakeholders' participation to ensure school good governance? Such as lack of collective decision making structure at school level, lack of training for community activism and leadership, absence of an open and democratic school environment, limited interest to serve all stakeholders, limited experience in public administration, un accessibility free flow of information to the government, absence of legal frame work to be faire and enforced impartially, particularly, the laws on professional rights, stakeholders are not

accountable for their decisions and actions, formation of self-managing and excluded management, a centralization of professional experts and school principals, limited involvement of nongovernmental organizations and associations, resistance among stakeholders in terms of school involvement and related ideas were also addressed.

Comment [u27]: What does conclusion mean? You should conclude based on you findings.

5.3 Recommendations

Following the study findings and conclusions, the following recommendations were made:

1. A clearly defined legal framework that allows educational stakeholders to function with real decision-making authority;
2. Establishment of non-politicized school and local councils, truly representatives of the common interests prevalent within the community;
3. Election of representatives to higher-level educational boards by local school councils, rather than by political appointment;
4. Training for council members and community authorities in how to carry out their duties responsibly, including the objective assessment of financial responsibilities and operational performance;
5. Timely and reliable reporting by school administrators to school councils on financial expenditures, facilities management, teacher and student performance and other pertinent administrative information;
6. Timely provision of information by the central and departmental authorities on innovative activities in other schools, and on the performance of the system in general, as indicators to stimulate local initiatives and against which to measure progress; and
7. Participation of the school council in the school budget process, including allocation of government transfers as well as contributions in cash and in kind forms the community.

Comment [u28]: Your recommendations should contain innovative ideas, which would contribute to scholarly debates on the subject.

5.4 Suggestions for further research

From the findings of the study, further research has been recommended in the areas below;

Since the study only conducted in one town administration of one general secondary and preparatory school, the study should be replicated in other districts in order to obtain deeper understanding of stakeholders' involvement for all round performance and achievement of schools. There is an opportunity for further research to establish other means of rewarding the teachers other than monetary rewards that could be applied if performance is to be maintained. This could be done using a bigger sample to determine this and also using other research instruments other than the questionnaires.

Study could also be done to establish the major causes of secondary schools inefficient for their performance in the Town Administration also particularly and other schools in general.

Comment [u29]: Don't suggest further research.
NB this is an MA thesis!

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Authors' names should be listed down alphabetically.

The titles of published works should be written in *italics*.

The titles of unpublished sources should be put within quotation marks “...”.

APPENDIXES APPENDICES

APPENDIX A

ADDIS ABABA UNIVERSITY

College of Education and Behavioral studies

Department of Civics and Ethics.

Research: Questionnaire to be fulfilled by Secondary School Teachers and School Principals

Dear Respondent:

This study is conducted as a partial fulfillment for the completion of Master of Degree in Civics and Ethics. The purpose of this questionnaire is to find out information to investigate: ***The role of stakeholders' participation to ensure good governance at secondary***

School of Dejen Town Administration.

The responses that you gave are useful to the success of the study. Therefore, please fill in the questionnaire correctly.

Thank You in advance for your cooperation

Part one: General instruction

No need to write your name

Put "X" Mark in the box beside your choice

Part One: Demographic information

1. Sex: Male Female

2. Age: Below 25 25-30 31-40 41-50 51-60

3. Educational level Diploma First Degree Second Degree and above

4. Work experience 0-5 6-10 11-15 16-20 above 20

5. Responsibility Teacher Principal

Part Two: Basic questions

Use The Following Scales Listed in The Table Blew:

1. Strongly Disagree with The statement
2. Disagree with The statement
3. Not sure with the statement
4. Agree with The statement
5. Strongly Agree with The statement

Understanding what can stakeholders' participation in Education do?

No.	Items	Level of measurement				
		5	4	3	2	1
1	Understanding what can stakeholders' participation in Education do?					
1.1	Maximizing limited resources					
1.2	Identifying and addressing educational problems					
1.3	Developing relevant curriculum and learning materials					
1.4	Realizing democratic school environment					
1.5	Creating community, school partnership					
1.6	Ensuring sustainability					
1.7	Ensuring school good governance					
1.8	Advancing performance and educational benefits					
1.9	Raising money funds for schools					
1.10	Minimizing low <u>enrollment</u> , <u>high</u> repetition and dropout					
1.11	Ensuring students regular attendance and completion					

1.12	Improving home environment						
1.13	Boosting moral of school staff						
1.14	Implementing participatory school leadership						

To what extent stakeholders are involving to ensure school good governance and performance

	Items for characteristics of school good governance	Level of measurement				
		5	4	3	2	1
1	For Participation	5	4	3	2	1
1.1	All men and women have a voice in educational decision making either directly or indirectly.					
1.2	Teachers and pupils are participating as a key stake internal stake holders of the school.					
1.3	Parents and community members are participating in identification of school problems as external stake holders.					
1.4	Parents, teachers, community members and pupils are participating in the study of feasibility, planning, implementation and evaluation as stake holders.					
1.5	There is stakeholders' involvement contributing in labor, material and funds.					
2	For Rule of law	5	4	3	2	1
2.1	The existing legal frame works are enforced impartially for the promotion human rights.					
2.2	There is a proper handling of the school budget based on financial law.					
2.3	School power relations are practiced following legal rules and regulations.					
2.4	The school security is provided by enforcement of rule of law.					
3	For Transparency	5	4	3	2	1
3.1	The information is freely available and directly accessible to parent, teachers, pupils and sponsors.					
3.2	Enough information is provided in easily understandable forms and media.					
3.3	Decisions taken by stakeholders and their enforcement are done in manner are following rules and regulations of the school.					
4	For Equity and Inclusiveness	5	4	3	2	1
4.1	All internal stakeholders have opportunities to improve their wellbeing.					

4.2	All members of the school community fell that they have a stake.					
4.3	All members of the school community do not feel excluded from the mainstream.					
5	For Effectiveness and Efficiency.	5	4	3	2	1
5.1	There is sustainable use of resources of the school.					
5.2	There is proper protection of school environment.					
5.3	There are school results that meet the needs of school community.					
5.4	Community school environment is practically created and implemented.					
6	For Accountability	5	4	3	2	1
6.1	The school is accountable to those who will be affected its decisions or actions					
6.2	The school accountability is enforced with transparency and rule of law.					
7	For Responsiveness	5	4	3	2	1
7.1	School organs and processes try to serve all stakeholders.					
7.2	The school has a responsible time frame to serve parents, teachers and pupils.					
8	For Consensus oriented	5	4	3	2	1
8.1	There is the mediation of school community interests to reach a broad consensus.					
8.2	There is the system of consensus in the best interests of the whole community.					
8.3	There is institutional consensus to achieve the best interests of the whole community.					

What challenges are affecting stakeholders' participation to ensure school good governance?

No.	Items	Level of measurement				
		5	4	3	2	1
1	What challenges are affecting stakeholders' participation to ensure school good governance?					
1.1	Resistance among stakeholders in terms of school involvement					
1.2	Lack of collective decision making structure at school level					
1.3	Limited involvement of nongovernmental organizations and associations					
1.4	Lack of training for community activism and leadership					
1.5	Absence of an open and democratic school environment					
1.6	Limited experience in public administration					
1.7	A Centralized policy with less emphasis on local imitative					
1.8	A centralization of professional experts and school principals					
1.9	Formation of self-managing and excluded management					
1.1	Limited interest to serve all stakeholders					
0						
1.1	Stakeholders did not have equal voice in decision making					
1.1	Stakeholders are not accountable for their decisions and actions					
2						
1.1	Un accessibility free flow of information to the government					
3						
1.1	Absence of legal frame work to be fair and enforced impartially, particularly, the laws on professional rights					
4						
1.1	Decision making in government, the private sector and civil society organizations are not accountable to the public, as well as to institution stakeholders					
5						

Appendix B:

Interview Questions for Secondary School Principal and Vice principals

Dear, respondents I am a student pursuing MA studies in ADDIS ABABAUNIVERSITY. I' m conducting studies on *the assessment of the role of stakeholders participation to ensure Educational good governance in secondary school the case of DejenTown Administration.* This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended only. Researcher kindly requesting you to fill in the question below and provide information requested to the best of your knowledge.

1. For how long did you understand school good governance mean?

2. How can you describe the importance of stakeholders' involvement to your school?

3. How to describe the effectiveness of stakeholders' involvement working about school good governance?-----

4. Do parents, teachers, community members, pupils, civic societies associations and NGOS participate effectively on school good governance related facts? A. Yes. B. No.

If you yes how?-----

If you say no why? -----

5. What factors do you think negatively affect stakeholders' involvement towards your school?

6. What is to be done to increase stakeholders' involvement to ensure school good governance?

7. How do you describe the attitude of stakeholders' involvement towards school good governance in your school?-----

8. What do you think are the major challenges which affect stakeholders involvement to ensure school good governance in your secondary school?-----

Thanks for Your Cooperation

Appendix c: A guide for Documentary Reviews

A: Administration and management documents

No	Documents	Information
1	List of stakeholders register	Is it available and used effectively
2	Stakeholders participation files	Are there records for stakeholders
3	Duty book	Joining instruction
4	Duty roster	If used
5	School board files	Are stakeholders aware of their responsibilities
6	Stakeholders attendance register	How effective are they used
7	Joining instruction	Is it available and used effectively

Appendix D:

B: Academic documents

No	Documents	Information
1	Library and class	Are books available for all subjects
2	Laboratory	If available and used
3	Teachers and departments meeting	If available and participatory decision
4	Parents meeting files	If available and used

5	Decisions taken by stakeholders	If available and used
6	The legal academic rule files	If available
7	Stake holders academic comment files	If available and practiced