

**IMPLIMENTATION OF DECENTRALIZATION
EDUCATIONAL MANAGEMENT IN EAST WELLEGGA ZONE
IN SELECTIVE WOREDAS**

M.A Thesis

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MANAGEMENT

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EAST WELLEGGA ZONE IN SELECTIVE WOREDAS

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Abbreviations and Acronyms

ESDP	Education Sector Development Program
ETB	Education and Training Board
GEQIP	General Education Quality Improvement Program
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NCBP	National Capacity Building Program
NGO	Non Governmental Organization
OPDO	Oromo People Democratic Organization
PTA	Parent and Teacher Association
REB	Regional Education Bureau
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
WLDP	Werada Level Decentralization Program

Abstract

This research was conducted in East Wellegga Zone in selective woredas. The main purpose of this study was to assess the implementation of decentralized educational management in selected Woredas of East Wellegga Zone and in this manner identify the strengths and weaknesses so as to provide alternative recommendations to the identified problems. The research methodology employed was a descriptive research method. The primary sources of data were 8 woreda education office heads, 52 woreda education office experts, 14 secondary school principals and 28 parent teacher association members. Simple random sampling technique was employed to select experts, secondary school principals and parent teacher association members, for selecting Woredas education office heads, purposive sampling technique method was used. Questionnaire was the main data gathering instrument while interview was also employed. The collected data were analyzed quantitatively by using descriptive statistics, and qualitatively by using explanation. The study indicated that the capacity of East Wellegga Zone selective woredas in implementing and managing decentralization education was weak because leaders were appointed by their political commitment even their profession is not considered, lack of the right people for the right job, high turnover of employees, shortage of adequate finance, lack of training for the stakeholders, shortage of skilled manpower and Lack of inadequate participation of stakeholders. Based on these findings, the researcher recommends that necessary training should be given to local education stakeholders, recruit education personnel competitively, enhance the participation of stakeholders in the management of education by providing some necessary incentives to them and reducing the challenges for the management of decentralized education.

CHAPTER ONE

INTRODUCTION

This section deals with the background of the study, statements of the problem, objectives of the study, significances of the study, delimitations of the study, limitation of the study, definition of key term and organization of the study.

Background of the study

Decentralization is a common theme in discussing concerning political, social, and economic reforms. On the other hand, it is characterized as essential to strengthening democratization, cultural and indigenous rights, local accountability, and local governance. It also remains an important tool for education reform in developing and industrialized countries. Because it can accelerate economic development by modernizing institutions, increase management efficiency at central, regional and local levels, reallocate financial responsibility from the center to the regions, promote democratization, and increase local control and balance power centers.

Decentralization, often used inter-changeably with decentralized governance, refers to the restructuring of authority so that there is a system of co-responsibility between institutions of governance at the central, regional and local levels according to the principle of subsidiarity. Once again there is a direct link with governance and democracy. Based on such principles, functions (or tasks) were transferred to the lowest institutional or social level that is capable (or potentially capable) of completing them. Decentralization relates to the role of, and the relationship between central and sub-national institutions, whether they were public, private or civic (Work, 2002).

The most frequent justifications for adopting decentralization include to improve efficiency in service delivery (AdgoMaru,2005), enhance inter-ethnic harmony, and ensure “equality and stability” in the society (Smith,1985).To achieve efficiency, promote equity and enhance community participation in the process of local decision making are the major reasons for adopting decentralization (Smith,1985).Ribot (2002) contended that decentralization can achieve effectiveness and efficiency by improving the implementation and allowing actor to participate

in the process. It also improves coordination mechanism at lower level and enhances the relevance and sustainability of the service.

Successful implementation of decentralize educational management; building local capacity is one of the most important factors. Strengthening the already existing institutions and their human resources, technical, leadership and management capacity, as well as creating new ones were of paramount importance. The capacity of local government and local institutions is a function of a complex mixes of skills, knowledge and experiences as well as capacity of both human and financial capital. The presence of proper institutional capacity and administrative authority devolved for decision making processes at local level is of critical advantage to strengthen the local government's capacity in executing responsibilities and achieve its development goal.

With this concept woreda education offices were expected to decide on their own affairs in planning and managing resources at the local levels. They become responsible to formulate polices and strategies, set development priorities and decisions, mobilize resources (human, financial and material) and implement policies and programs derived from their specific situation. They expected to play a leading role of educational planning and management in their respective regions. As a result, the management of primary and secondary schools, technical and vocational education and training centers, teacher training institutions as well as colleges is under the responsibility of the respective regional states (Jeilu, 2001; Hussien, 2007).

There for, the hierarchical formation of the system has Federal Ministry, Regional Education Bureaus, Zone Education Departments (optional) and Woreda Education Offices. Woreda Education Offices were the most immediate level to the schools having a direct responsibility of planning and managing educational activities at grassroots level. The local authorities and Pwerent Teachers Association (PTAs) were also expected to play a significant role in managing the activities of their respective schools. As described by Jeilu, 2005 as cited by Hussien, 2007 decentralization towards the district level only become prior agenda of the government since 2002 after the realization of the concentration of power at the regional and zonal levels. Subsequently, the woreda level has acquired a considerable importance and was given much political attention in realizing decentralization of educational management.

For implementation of decentralization of educational management at the lower levels, Ministry of Education (2005), in its Program Action Plan (PAP) of the Education Sector Development Program III (ESDP), adopted the strategies such as, efficient school leadership and management will be established in schools in order to enhance the quality of instruction and their by improve learning achievements; empowerment of the community is not only a means for development but it is also an end in itself. Policies and programs to strengthen the role of the community in the management and financing of schools will be implemented. Communities shall be encouraged to mobilize their own resources to construct additional classrooms and schools; being the administrative unit closest to the communities, the role of woredas in the governance and management of education will be strengthened. The involvement of communities and partnerships with NGO and other donors at woreda level shall be enhanced

Transferring responsibility and authority for the delivery of education services to local or provincial governments result in building local capacity, increased accountability and efficiency by shortening the distance between parent and policy maker and the school. It may also strengthen parental demand for greater quality or improve the capacity of managers to implement programs Source: 2003. Winkler and Gershburg With this concept woreda education offices were expected to decide on their own affairs in planning and managing resources at the local levels. They become responsible to formulate polices and strategies, set development priorities and decisions, mobilize resources (human, financial and material)and implement policies and programs derived from their specific situation. They expected to play a leading role of educational planning and management in their respective regions. As a result, the management of primary and secondary schools, technical and vocational education and training centers, teacher training institutions as well as colleges is under the responsibility of the respective regional states (Jeilu, 2001; Hussien, 2007)

In general, it is clear that the implementation of a decentralized educational management needs the program's decentralization plan should specify the crucial and sometimes difficult preliminary steps before authority is transferred. These steps include training regional and local leadership requires the development of capacity at the local levels (e.g.woredas). Hence, the study examined the practices of decentralized education management with special emphasis on the adequate organizational capacity to implement decentralization of educational management,

the scale of participation of local stakeholders and challenges to implement decentralized education management.

1.1. Statement of the problem

In 1991 the Ethiopian government decided on decentralization policy to legitimize the new state and empower the citizens and/or country's ethnic groups located by regions (Galshberg and Winkler, 2003) and devolve power to the local level following the 1992 constitution of the transitional government of Ethiopia (Gebre-Egziabher and Berhanu, 2007; Garcia and Rajkumar, 2008). It was intended to open the way for regional and local governments and through them for local communities, to take greater responsibility, financial and otherwise, for managing their own affairs, including the delivery of social services (Dufera, 2005; Garcia and Rajkumar, 2008).

On other hand, there are recent studies argue that education decentralization influences the behavior of parents and school agents in the education process. Education decentralization may influence house hold behavior including those related to the time each child spends in school and learning at home, time each adult spends helping with homework, choice of school, education related expenditures among others. Moreover, the argument that accountability relationships strengthen through decentralization are believed to improve education output by giving incentives for quality performance to education officials, teachers and schools themselves. Additionally, having many suppliers of education through education decentralization is argued to lead to increasing "competitiveness" of the system and encouraging providers to improve performance (Oates 1972).

Obsa (2010), in his finding building local capacity is the importance of strengthening the competency of the existing school management committees and local educational administrators as well as recruiting adequate financial and human resource. the decentralization of education is serving as a tool for lessening state responsibility for provision of education. Moreover, the lack of necessary resource and trained manpower at the local level are potential challenges for the successful implementation of the decentralization of education and the promotion of community participation and hence for local educational development

The realization of effective decentralization relies on the presence of certain conditions such as the availability of resources like human resources, financial resources and physical infrastructures and how best they were utilized, the willingness and the commitment of leaders at different levels, the presence of conducive organizational conditions, the attitude of the local people towards the government and the commitment of local leaders; and appropriate institutional capacity (Rondinelli *et al.*, 1989).

Hussien,(2007 cited Jeilu, 2005) the regional states were expected to decide on their own affairs in planning and managing resources at the local levels. They become responsible to formulate policies and strategies, set development priorities and decisions, mobilize resources implement policies and programs derived from their specific situation the East Wellega zone characterized by administrative and institutional capacity gaps that lack of inadequate organizational capacity, the involvement of stakeholders, and different challenges to implement decentralized educational management. In this regard, during searching of different documents related to this study, there is no any similar study conducted on this topic, particularly related to the study area in this waredas

In Ethiopia during the regional devolution, educational decentralization had not achieved the intended objectives because the local governments lacked the basic knowledge and experience to perform effectively (Tesfaye, 2007). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayalew Shibeshi, 2009).

Then, the purpose of this study was to assess the implementation decentralization of educational management with due emphasis on the organizational capacities gaps and contribution on performance improvement on participation of stakeholder in education and find out major challenges and prospects encounter during implementation..

1.2. Basic Research Question

1. Is there adequate organizational capacity to implement decentralized educational management in the woredas?
2. What is the level of stakeholder involvement in different domains in Woreda education offices?
3. What are the challenges to implementing decentralized educational management in study area?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study was to analyze the overall organizational capacity, degree of stakeholder participation and challenges of implementing decentralized educational management of East Wollega Zone.

1.3.2. Specific Objectives of the study

The study focus on the following specific objectives:

1. To assess the organizational capacity in terms of organizational structure, leadership and management, human, financial, technological, internal and external infrastructures.
2. To examine the level of participation of stakeholders in various functions of management in woreda education offices.
3. To identify challenges of implementing decentralized educational management in woredas.

1.4. Delimitation of the Study

Oromia regional states is one of the 9 regional state of Federal Democratic Republic of Ethiopia. The region is divided in to 18 Zones and 340 waradas. East Wollega Zone is one of the 17 Zones which consist 17 Woredas. The study area was important to included all of these 17 Woredas education office in East Wollega zone to obtain relevant information. However, it is

found to be unmanageable for the researcher, due to financial and time constraints to include all the Woredas. Because of this, the scope of the study is geographically delimit to 4(23.5%) woredas education offices (Sibusire, Guto wayyu, Bilo Boshe and Gobu Sayyo

1.5. Limitations of the Study

It is known that research work cannot be free from any limitations. Hence, some Limitations are also face in this study. One apparent limitation is lack of relevant books or lack of updated relate literature in the area. To minimize this, researcher uses all opportunity of searching in library and internet. And the workers of in this WEO are busy and had no enough time to respond to questionnaires and interview. However, the researcher is able to minimize some of these problems by use their part-time. Another limitation in this study relates to participants answers to the survey which may be affecting by their immediate circumstances and viewpoints at the time of data collection. In spite of this lack of experience of the researcher, however, it is attempt to make the study as complete as possible.

1.6. Significance of the study

Decentralization is a means to improve the planning and implementation of national development programs and to facilitate effective popular participation in the process of development. Jeilu (2001) confirms that one of the main objectives of decentralization is to increase the coverage access, effectiveness, efficiently and quality of educational services in accountable, responsive and transparent fashion. In line of these, this research has the following significant:-

Solving practical problems

It will solve the implementation of organizational gaps of those woreda education offices faced in delivering educational services. The reactions to identify the gaps may press Regional Education Bureau in general and the Woreda Education Offices in particular to pay due attention to design capacity building training programs that are relevant to transform the necessary knowledge and skills of employees. And reducing the difernt challenge that face werada education office.

Policy

It is expected to provoke the regional policy makers of Oromia region to look for appropriate solutions on the challenges of woreda capacities in implementing decentralization of educational management in a way to meet the possible maximum needs of their local constituents. And the policy makers, practitioners and the academicians were expected to benefit from the findings of this research.

Future Research

Motivate other researchers to conduct for further investigation and can serve as source of information for further studies.

Institution development

It may help the Regional Education Bureau to identify the existing gaps between practice and the demands for capacity development in weradas. And developing networks of government, well established organizational structure and Strengthening public education through building the capacity of national- and community-level public sector institutions to provide and fund education.

Personal development

It develops the individual capacity and strengthening the confidence of each worker in their work.

1.7. Operational Definitions of Terms:-

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

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

Authority: The right to make decisions and utilize resources for organizational objective.

Capacity: The ability to provide services, to set goal, to anticipate needs, to make informed decisions and to attract and manage resources in order to achieve the

goals to education.

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

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

Region: Refers to the Regional Self-Government State establish with autonomy

Responsibility: An obligation or accountability for reaching objectives by using resources properly and by adhering to organizational goals.

Woreda: An wereda marked off and developed for administrative purpose with defined authority and responsibility under zone.

Zone: An intermediate level between region and woreda

1.8. Organization of the Study

The paper is organized into five chapters. The first chapter presents background information, statement of the problem, objectives, research questions, significance, scope and limitations of the study. The second chapter contains review of related literatures which were related to decentralization and organizational capacity assessment. The third chapter provides data sources, sampling techniques, description of data gathering tools, procedure of data collection and data analysis. The fourth chapter contains data presentation, analysis, discussions. The fifth chapter conclusions and recommendations of the study were presented based on the result of chapter four. References and appendices appear as the next to the closing chapter.

CHAPTER TWO

REVIW OF RELATED LETRATURE

Under this chapter, six sub topics were discussed by being supported with various related literature. First, decentralization and its concept are thoroughly discussed in detail. Second, rationale for decentralization and decentralization in Ethiopia is discussed. Then, four Decentralization and Capacity Building in Ethiopia. Next to this, Level of Participation of Stakeholders in the Decentralized Education Management . Finally challenges and Dilemmas in Decentralization of Education

2.1. Concept of Decentralization

Decentralization is not an easily defined. Different scholars and writers define decentralization in different ways. Notwithstanding the variations in interpretations decentralization can be understood as the transfer of legal and political authority and responsibility from central government to local levels. Decentralization may be defined as the transfer in varying degrees of decision making powers from central government to intermediate authorities, local authorities and education institutions (UNESCO, 2005). Decentralization is the process of reassigning responsibility and corresponding decision making authority for specific function from higher to lower levels of government and organizational units (Fiske, 1996)

Decentralization is the process whereby central government assigns roles and responsibilities to lower more local levels of the system (World Bank, 2008).Decentralization involves the transfer of all or part of the decision making responsibilities and management vested in the central authority towards another regional, provincial or local authority (districts, municipalities, “communities”) or towards schools themselves. Decentralization is therefore political and financial (UNESCO, 2005)

Decentralization, often used inter-changeably with decentralized governance, refers to the restructuring of authority so that there is a system of co-responsibility between institutions of governance at the central, regional and local levels according to the principle of subsidiarity. Once again there is a direct link with governance and democracy. Based on such principles,

functions (or tasks) were transferred to the lowest institutional or social level that is capable (or potentially capable) of completing them. Decentralization relates to the role of, and the relationship between central and sub-national institutions, whether they were public, private or civic (Work, 2002).

Decentralization can, therefore, be defined as the transfer of responsibilities for planning, management and resource acquisition and provision from the central government and its agencies to (Anon, 2003):(a) field entities of central government ministries or agencies, (b) subordinate units or levels of government, (c) semi-autonomous public authorities or corporations,(d) werea wide, regional or functional authorities, or (e) non-governmental, private, voluntary or community based organizations.

Ebel and Yilmaz (2001) contend that the western world sees decentralization as an alternative to provide services in a more cost effective way whereas developing countries were pursuing decentralization reforms to counter economic inefficiencies, macroeconomic instability and ineffective government. Post-communist transition countries were embracing decentralization as a natural step in the shift to market economies and democracy. Latin America is decentralizing as a result of political pressure to democratize. African states view decentralization as a path to national unity.” Besides being an integral part of democratization, decentralization is also viewed as and “counterpoint to globalization” in that it (globalization) often dis-empowers, removing decisions from the local and national levels to the “global sphere of multi-nations or non-national interests.” Anon (2003) contends that decentralization empowers and brings decision-making back to the sub national and grassroots levels.

2.2. The Rationales for Decentralization

Decentralization is seen as a means of achieving political, economic and administrative goals that could be publicly stated and unstated (Conyers, 1986; Lauglo,1995). The rationales differ depending on interest groups involved in decentralization -government, international agencies, academics and others (Conyers, 1986,2006). Nonetheless, these interest groups view decentralization as a means to improve the planning and implementation of national development

programs and to facilitate effective popular participation in the process of development (Ibid). With reference to the former rationale, in education, decentralization is viewed a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994,as cited in Baganda, 2008, p.20). As to the later, decentralization is viewed as a means of improving the relevance of local decisions, as a means of encouraging local support in implementation of development programs and thereby helping to improve basic service provision (Conyers, 2006).

The major rationale for decentralization is the transfer of significant amounts of power or authority, functions and capacity (financial and human resource base) from the central government to the local institutions to ensure efficient and effective local decision making based on local knowledge without changing the socio-cultural, political and natural environment of these local were as. Decentralization also aims at promoting high-level community participation, democratic governance and maximum accountability of decision-making. Thus, decentralized system of governance seeks to instill in the local people commitment and understanding of their development process so as to make them contribute positively to it (Hussien, 2007).

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

The decentralization process has an objective of ensuring maximum coordination between the various agencies involved in planning and implementation of development programs at the local level. As a result, under any form of decentralization, local institutions including public, private and community based organizations were encouraged to collaborate in the design and implementation of development process. It also aims at ensuring spatial equity in the sharing of planning, decision-making and management functions from the central government unit. Once lower units of administration were established, it becomes imperative for central government to

channel some level of resources to such units. Such resources were supposed to be used to address the development problems of the local wereas as a way of bridging any intra and inter local wereas spatial inequalities in development (Jeilu, 2001).

Decentralization is also advocated as a way of improving the management of development by enhancing the governance of development, increasing flexibility and responsiveness. Thus projects and programs that were implemented at the local level can be adjusted more easily when unanticipated changes were required instead of such matters of a local nature being determined by central government authorities. In addition, decentralization has an objective of making maximum use of both local, natural and human resources in a sustainable way to ensure rapid development of local wereas. There is therefore always a link between decentralization, local resource mobilization and utilization, and national development. This is because it is the local people who have an in-depth knowledge about the resource base and will thus be able to utilize them to the maximum benefit of the local weread in particular and the nation as a whole.

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

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

2.3. Education Decentralization in Ethiopia

Decentralization of key decision-making at school level has been a recent development in the Ethiopian education system. This section analyses how Ethiopian education policy enables school-based management to work with stakeholders to make decisions that will improve the quality of children's education

Woreda level decentralization was characterized by devolution of power and service delivery function further to woreda and sub-woreda and their institutions and the development of block grant intergovernmental transfer systems. The regions and sub- regions were to use own resources and to generate additional income from existing resources and was to increase autonomy in plan and in budget preparation. The regions were given the power to redeploy more skilled and experienced manpower and to recruit more staffs depending on local decisions and available budget. This was supposed to make sub-national levels of government become more independent and more autonomous compared to decentralization-com-devolution or regional decentralization (Gebre-Egziabher and Berhanu, 2007).

After the woreda level decentralization system, the Ethiopian administrative system has been structured in three-tier systems: federal, regional, woreda (Gebre-Egziabher and Berhanu, 2007; Garcia and Rajkumar, 2008). The federal state is federate from nine regions and two chartered city administrations. The regions were formed based on ethno-linguistic locations while the two city administrations were created based on special consideration. The regions were sub-divided

into woredas, which were again sub-divided into kebelles. Regions have also established zones in their respective werea. The zones were not self autonomous. They serve as intermediaries between regions and woredas and help to facilitate administrative and development activities with technical assistances from regions. The legal and institutional structure of regions and woreda mirror the structure of the federal one. The Federal constitution defines the power and function of the regions and the regional constitution defines the power and functions of woredas. Officials in kebelles were the only paid part-time workers though they have similar functions and responsibility as officials at the woreda level. Recently, kebelles have been sub-divided and sub-sub-divided into “Gwereand “Gooxii” respectively for ease of administration and grassroots mobilization.

Ethiopian educational history indicates that the issue of school management and decision making at school level is a recent development. The modern school system was introduced into the country by missionaries during the nineteenth century. The first modern government school was built by Emperor Menilik in 1908; further schools were built by Emperor Haile Selassie and the subsequent regimes(TeshomeNekatibeb,2012).

The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor’s conviction that education held a key position in the country’s development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled General Directions of Ethiopian Education in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (TeshomeNekatibeb,2012). Similarly, the Federal Democratic Republic of Ethiopia issued two policy documents entitled „Education and

When ESDP II was designed in 2002, the government realized the significance of management and decision-making at the woreda and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralize critical decision-making from regions

and zones to the woredas and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE,2005).

The devolution of decision-making authority to the woreda level was expected to strengthen woreda-level educational institutions, to offer better local governance, to promote 20 accountability and to improve community participation (MOE,2005). The focus of the decentralization program at this time was to strengthen the capacity of Woreda Education Offices (WEOs) through training in educational and financial management (MOE,2005).

ESDP III also outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers' houses, and encouraging girls to enroll in schools. Community members and parents are members of the Parent-Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE,2005).

The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MOE,2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the woreda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE,2005).

Tegegne and Kassahun (2004) noted that the recent development in the Ethiopian decentralization process pertains to the devolvement of power and responsibility to Woreda level units of administration. Beginning in 2001, power was devolved to Woredas in four Regional States, namely, Amhara, Oromia, the Southern Nations, Nationalities and Peoples Region (SNNPR) and Tigray

At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The WEOs were unable to implement government programs because they did not have the capacity to ensure that schools were managed and administered effectively. In addition, the system suffered from a weak relationship between regions and woredas (MOE,2010).

ESDP IV therefore emphasized the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centers, and improving school level management through capacity-building programs(MOE,2010).The General Education Quality Improvement Program(GEQIP) aims to improve quality intervention in key areas, including school management and administration(Ayalew Shibeshi,200). Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE,2008)

2.4. Decentralization and Capacity Building in Ethiopia

To facilitate the decentralization program and improve the delivery of services at local level, various reform programs were introduced. A National Capacity Building Program (NCBP) was launched to respond to the capacity building demands of the country; Ministry of Capacity Building was established in 2001 to ensure good governance, transparency and accountability and to create the conditions for a more active role of the public, private and civil society.

Public Sector Capacity Building Program (PSCAP) has also been launched in 2004 as part of the concerted effort to the on-going capacity building initiatives with the objective of building national capacity across regions and sectors over the medium-term as an integral part of Sustainable Development and Poverty Reduction Programs (SDPRP). Capacity building under PSCAP includes support for the development of human resource through delivery of huge on job

training across public organizations, development of working systems, and improvement in the effectiveness of institutions.

The National Capacity Building Program (NCBP) targets 14 sectors: civil service reform, tax reform, justice reform, *woreda* decentralization, information and communication technology, private sector, construction sector, urban management, cooperatives, textile and garments, agricultural training of vocational and technical levels, industrial training of vocational and technical levels, civil society, and higher education (Tegegne, 2010). Out of the fourteen sub-programs six of them were concerned with strengthening and building capacity in core parts of the public sector and have been grouped under PSCAP (Worku, 2005; Yigremew et al., 2005). They include civil service reform, *woreda* level decentralization program (WLDP), justice system reform, information communication, tax reform, and urban management, BPR, and BSC

Local government capacity building in rural *woredas* is addressed by the *woreda* Level Decentralization Program. Capacity Building under WLDP was launched to bring about changes and improvements in *woreda* institutional structure, working systems for planning and implementation and service delivery, and manpower development. Thus, the overall objectives of WLDP is to enhance the institutions, working systems and human capital in an integrated and coordinated manner at *woreda* and *kebele* levels to ensure democratization, empowerment and good governance.

The specific objectives of DLDP includes fulfilling the required manpower for the public institution; and training in *woredas* critical to local government to enhance the capacity of public servants, electorates and other stakeholders at *woreda* and *Kebele* levels including human resource policies, procedures, and plans; and to establish efficient and effective structure at *woreda* and *kebele* level through institutional and organization development including assessment of functional assignments and enabling legislation, assistance in establishing structures and restructuring existing arrangements including local level accountability relationships.

Moreover, DLDP aims at establishing the system of broad based participation and empowerment of the grassroots population through technical assistance and training for grassroots participation including the development of guidelines and monitoring mechanisms, and the strengthening of civil society involvement at the local level. Furthermore, capacity building for policy and program development including technical assistance for woreda decentralization strategy and policy development, benchmarking and review of plans; establishing systems for clear accountability, transparency, and relationships of executives were emphasized.

The implementation of DLDP is divided into two phases of three and four years each. First phase (2002-2004) comprises initial intervention in selected woredas of all regions. Second phase (2005-2008) involves deepening and consolidation of capacity building activities in the four advanced regions and continuing initial interventions as well as deepening and consolidation in the remaining four regions. Therefore, the activities of DLDP planned for the five-year period were categorized under enabling, deepening, and consolidation stages (UNDP/UNCDF, 2005; Yigremew, 2005).

As a result, powers and responsibilities have been devolved to woredas since 2001. The revised regional constitution of Oromia National Regional State also defined the duties and responsibilities of the woredas in the region. The responsibility for planning, budgeting, and implementation of public service delivery were given to woredas. Woreda administrations have been given autonomy in expenditure prioritization when planning basic services. According to the revised constitution of Oromia National Regional State, chapter nine Article 76-89, woredas were empowered to deliver basic services such as agricultural extension, education, health, water supply and rural roads. Woreda empowerment was enhanced by transfer of functions, finance and human resources from regional and zonal levels. A regional block grant was introduced in the fiscal year 2002/2003 and intended to finance woreda salaries, operational and capital development projects. Woredas were also restructured and reorganized and a large number of staff has also been made in view of the weak performing capacities observed in the processes of woreda decentralization (Worku, 2005).

Therefore, in order to deepen decentralization to local level and to create a well-functioning decentralized local governance and civil service, building local capacity is one of the most important factors. Strengthening the already existing local institutions and their human resources' technical and management capacity, as well as creating new ones were of paramount importance. The capacity of local government and local institutions is a function of a complex mixes of skills, knowledge and experiences as well as capacity of both human and financial capital. The presence of proper institutional capacity and administrative authority devolved for decision making processes at local level is of critical advantage to strengthen the local governments capacity in executing responsibilities and achieve its development goal

2.5. Level of Participation of Stakeholders in the Decentralized Education Management

One of the areas that the schools need to participate the community is decision making. It is a selection of a course of action among alternatives; which can be taken by individual principal or by participating other concerned (Wehrich and Koonth, 1993: 198)

The PTA is a joint body of parent and teachers to be composed of seven executive members elected at the parent-teacher assembly. PTAs were intended to strengthen school-community relationships; make the school a good teaching and learning environment; foster a good academic relationship between teachers and student; and lead and administer schools on behalf of the community in collaboration with local government bodies.

The community wants to become involved and wants to know the rational before school decisions are made parents and community member become offended if the school arbitrarily makes decisions that directly affect them (Bagin and Donald, 2001, 145).

Therefore, the school principal has to participate the community in areas that concern them. CP in decision making serves as a political model as well as a strategy for tapping additional local resources for education (Kennedy, 1979:19). Strengthening this idea Shaeffer (1994: 143)

states:

One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stake holders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Dunne et al.,2007). An important achievement has been observed in South Africa in this regard, since school based governance is often integrated with participatory decision-making (Naidoo,2005). Another advantage is that decentralization empowers communities to mobilize resources. In Ghana, for example, decentralization helps to enhance the efficiency of school management and accountability (Dunne et al., 2007).

Recognizing the importance of parent and school relationship in developing students discipline, the policy give the responsibility of building students; moral (ethics) to PTA (MOE, 1994). It's PTA's duty to ascertain whether students (also teachers and school principals) behave and accomplish their tasks appropriately. Whenever, PTA detects problems on the parts of students', teachers or school principals the association has the responsibility of advising them and to come on the right track. However, if the subject doesn't show improvement, PTA has to recommend are solution and present to the school principal or the school board as well as monitor and evaluate its implementation. In addition this association has to participate, comment and suggest its recommendation in the school planning, budgeting, decision-making, monitoring and evaluation of the school activities (Shaeffer, 1994, MOE, 1994).

However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (Naidoo,2005).To conclude, MOE(2007)indicated that the Government of Ethiopia has recently focused on improving school-based management through the devolution of education decision-making to school level.

2.6. Challenges and Dilemmas in Decentralization of Education

The rationales and outcomes of decentralization are tantalizing and conflicting (Saito, 2008; USAID, 2005; Welsh & McGinn, 1999). It is widely argued that efficiency and effectiveness are

more likely to be achieved when decision-making is placed at the local level. But localization of decision alone should not be considered as a panacea rather as a means to the ends provided that fundamental requirements that enhance the implementation process are fulfilled at the local level. Otherwise devolving decisions and function to the local will not have advantage (Welsh & McGinn, 1999).

Local autonomy increases independence and flexibility in decision and operation. However, when the required level of decision-making power is absent at the local level it affects the performance of the local governments (USAID, 2005). During the regional devolution in Ethiopia, woreda and sub-woreda governments had lacked the necessary power required for their local operations (Gebre-Egziabher & Berhanu, 2007). This had constrained the local governments to perform their functions effectively and the implementation of decentralization had consumed higher than the expected level of government expenditure (BBO, 2006; Gebre-Egziabher & Berhanu, 2007).

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

Quality of local decisions depends on local units that are able to process and use information, and representation of interests of individuals and groups affected by the decisions (Hurst,

1985; Welsh & McGinn, 1999). Sometimes this is not available at the local level. In Karnataka, India, localization of decision-making was not able to produce the intended outcome because of lack of skilled personnel to formulate plan (Saito & Kato, 2008). In Ethiopia during the regional devolution, educational decentralization had not achieved the intended objectives because the local governments lacked the basic knowledge and experience to perform effectively (Garcia & Rajkumar, 2008; Tadesse, 2007). Recent studies also note acute shortage of skilled manpower as a critical challenge of the implementation of Ethiopian local governance policy (Ayele, 2009).

According to a study conducted by Saito and Kato (2008), in India, in Karnataka state the local level decentralization failed to achieve the intended outcomes due to lack of adequate resource and necessary power at the local level. There were many practical circumstances where countries that have undergone decentralization reforms failed to achieve the intended outcome and/or produced the unintended ones. Faguet (2001) has reviewed educational decentralization reform in Algeria, Tunisia and Libya, New Guinea and others and observed mixed results. The outcomes were moderate success in some, moderate failure in some, and both results in others. There are many conditions that vary the actual outcome of educational decentralization from the planned one. Conyers (2006, p.459) presented these conditions in three major categories:

First, in many cases the actual degree of decentralization seems to have been very limited either because of the proposals weren't implemented as intended or because the initial proposals did not provide for a significant decentralization. Second, there are claims that decentralization has done little to improve the planning and implementation of local development programs and therefore to contribute to local or national development. Lastly, there are complaints that power has been decentralized to the „wrong“ people, either central appointees or local elites so there has been no meaningful increase in the participation of the mass of the people (Rondinelli, 1981, as cited in Conyers, 2008, p.459).

In light of the above challenges and dilemmas, community-state partnership is thought to increase community participation and improve school performance. Lyons (1985) proposes a centralization in a decentralized planning system which he calls „de-concentration“ meant that the center retains the main elements of strategic control of the system that are the subject of

national interest, but widens the scope of planning, decision-making and control at the local and/or other sub-national levels of the system and at the same time improving the quality of communication between center and periphery -that a combination of strategies is supposed to give positive outcomes.

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

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the study which includes description of study area, research design, sources of data, population, sample size and sampling techniques, instruments of data collection, data collection procedures and methods of data analysis.

3.1. The Research Method

A research Method is largely descriptive and crucial in thinking how to guide data collection, its analysis and interpretation; how to establish a link between research question, data, analysis and conclusion; and how the research question can be addressed. Yin (2003, p. 20), for example, defines research design as “a logical sequence that connects the empirical data to the study’s initial research questions, and then ultimately, to its conclusions”. A research design comprises five elements: the research questions and strategy, its propositions, the units of analysis, the logic linking the data with research question and its prepositions, and the criteria for interpreting the findings (*Ibid*). While the first three elements help to decide what data to collect, the latter two elements helps to select strategies for analyzing and interpreting the data sets.

In this study, descriptive research design was employed. Because the major goal of this study is to describe the implementation of decentralization of educational management, as it exists at present. It is also relevant to gather detailed information concerning current status of the practices and challenges decentralization educational management. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzales (1993), state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact finding method with adequate and accurate interpretation of the findings. Similarly, Cohen(1994), describes that descriptive survey research design that it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. In this study, both quantitative and qualitative research approaches were used. Because of

the nature of data collection tools which help to gather quantitative and qualitative data and that quantitatively organized, required qualitative explanation.

3.2. Source of Data

In this study, both primary and secondary data were used to collect adequate information about the current status in East wellaga zone of Oromia Region implementing decentralization of educational management in terms of capacity.

3.2.1. Primary Source of Data

Primary data were collected from WEO heads and experts; secondary school principals and PTA members.

3.2.2. Secondary Sources of Data

The secondary data sources are legal documents. These documents include school reports, education policy documents and strategies, action plans, annual educational abstracts, community participation and financing guidelines and others. The documents were collected from schools and woredas education bureau.

3.3. Population, Sample and Sampling Techniques

3.3.1. Population and Sampling

There were seventeen woredas in East Wollega Zone. It was important to include all of these 17 Woredas education office in East Wollega zone to obtain relevant information. However, due to financial, time and other constraints, the study focused on only four woredas. These woredas were Sibusire, Wayyu tuqa, Gobu sayyo and Billo Boshe. In conducting this research with some possible audiences in mind, the target groups for this study were WEOs head, secondary school principals, WEOs experts and PTA members. The population of the study consist of 8 WEO heads and vice heads, 19 secondary school principals, 68 WEO experts and 35 PTA members. This accounts to a sum of 130.

3.3.2. Sampling Techniques

Sampling technique is a method in which individual units are picked up from the whole by some mechanical process. Therefore, the researcher was used purposive sampling and simple random

sampling techniques to select the respondents of the study in the woredas. This method was chosen because of the WEO heads were small in number. And from simple random sampling mechanisms, lottery system was used to draw sample from population to give an equal chance of all respondents. With this sampling technique, the researcher selected four of the sevenths woredas as the sources of information. The researcher used purposive sampling technique to select 8(100%) heads and vice heads of the education office from the select woredas. and 14(100%)secondary school principals and 28(100%) PTA members in the towns of the select woredas. 52(65%) experts were selected used by simple random sampling techniques from the four groups of the sample woredas. In general, 102 respondents were selected by the researcher.

Table 1: Distribution of Sample Respondents

N o	WEOs	WEO heads			WEO Experts			Principals			PTA Members		
		Pop	sample	%	Pop	Sample	%	Pop	sample	%	Pop	Sample	%
1	Sibu sire	2	2	100	22	15	68	7	5	71.4	11	9	81.8
2	Bilo boshe	2	2	100	15	13	86.7	4	3	75	8	6	75
3	Gobu sayo	2	2	100	14	10	71.4	3	2	66.7	9	8	88.9
4	Wayu tuqa	2	2	100	17	14	82.	5	4	80	7	5	71.4
5	total	8	8	100	68	52	75.4	19	14	73.7	35	28	80
Sampling technique		Purposive			Simple random			Simple random			Simple random		

3.4. Data Gathering Tools

A questionnaire, interview, and document analysis were the main data gathering instruments to collect adequate data and for triangulation purpose. Therefore, employing multiple data collection instruments helps the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003).

A. Questionnaires

The research contained both close and open ended items for the WEOs, principals, experts and PTA. Koul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into opinions and attitudes of individuals and groups. Two types of questionnaire were administered to collect data from WEOs, principals, experts and PTA at their office. Closed ended items were prepared in order to obtain realistic data. The number of open-ended items were few, because this instrument help to undertake in –depth studies and open ended questions were justified due to the fact that it calls for a free response in the respondents own words (Best and Khan.2003)

The questionnaire was administered to the WEOs of WEOs head, principals, experts and PTA to procure information on the role played to establishing and enhancing the population representatives participation in the WEOs management.

B. Interview

Interview Researcher was interviewed in order to get supplementary information to validate the information obtained from the questionnaire. The researcher was used semi-structured interview questions to collect data from principals and experts, because of their flexibility and to make clear any time, when there will be ambiguity (Cohn and Manian, 1995). Therefore, the interview questions was prepared in English language, for 4 experts and 4principals. The interviews took place in the WEOs. Before each interview, I explained the purpose of the interview, how the results will be shared, and reassured the participants of their confidentiality. The interviews lasted anywhere for thirty minutes or half of a hour for each. Thus, the researcher conducted three interviews with 4experts and 4principals. Because those in the education expected to have better skill in implementation of decentralization of education management.

C. Documents

In order to found the facts in the study area, the researcher reviewed different documents of the sample secondary schools documents such as record, and reports (monthly, quarterly and annual). This helped the researcher to made a crosscheck against the collect data.

3.5. Procedures of Data Collected

The researcher first attempted to formulate research problem. Next to this, the researcher took permission letter from Zone to collect data. Then contact the woreda education office head to create conducive environment for the successful of accomplishment of the study. The questionnaire were distributed to WEO heads, secondary school principals, WEO experts and PTA members, and Respondents were inform about the objective of the study and orientation given to them, as how to fill the questionnaires, so that difficulties and confusion could be avoided. Then, the researchers gave a brief explanation about each point in the discussion and answer all the questions that were raised. To this effect, the respondents were told to reply the questionnaires based on the facts and their personal feelings.

An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. Besides, document investigation was also made by the researcher himself. Then, the researchers collected all the data from the respondents and analyze them by using different methods of data analysis. At the end, some possible recommendations were forwarded.

3.6. Method of Data Analysis

Data which was collected through both primary and secondary data sources were analyzed quantitatively and qualitatively. Quantitative research is concern with quantitative phenomena. It based on the measurement of quantity or amount and involves collecting and analyzing numerical data and applying statistical tests. Quantitative research is more objective in nature. To increase the likelihood of completing replicable research with valid generalizations, educational researchers tend to use quantitative methods, using "some form of cross-sectional, co relational design" (Heck & Hallinger, 1999, p. 151). While qualitative research cannot expressed in terms of quantity. This related to quality and in kinds or in words.

The analyzed and interpreted of the study were based on the data collected through the data collected instruments. Quantitative data were coded, tabulated and analyzed used descriptive statistics method such as, frequencies and percentage. Qualitative data were analyzed, described and interpreted through explained and conceptualized by used narrative analysis to supplement the quantitative data.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of data

This chapter deals with presentation, analysis and interpretation of the data collected from respondents 8 heads and vice heads of the education office from the select woredas, 14 secondary school principals and 28 PTA members in the towns of the select woredas and 52 experts; 4 principals and 4 experts through interview and document analysis. The data were presented in tables and analyzed using appropriate statistical tools such as, percentages and frequencies. Moreover, the most important points were discussed qualitatively through descriptive statements. The researcher dispatched 34 questionnaires for the respondents and all of them were returned.

In addition to this the rating scale used for the study were; strongly Agree, Agree, Undecided, Disagree and Strongly Disagree and Very Low, Low, Medium, High, Very high. The data obtained from all sources were organized, analyzed and discussed in the following manner

4.1. Characteristics of the Respondents

As it is indicated on chapter three, WEOs, secondary school principals, PTA members in the towns of the select woredas and experts were respondent of research questioner. A structured interview held with principals and woreda education office heads. A total number of 34 questioners distributed and all of the questioners filled out and returned.

Table 2: indicates that number of respondents that purposely selected in East Wollega zone selective weradas education office

Item	Variable	Category	Respondents								Total	
			WEOs heads		Experts		School principals		PTA			
			F	%	F	%	F	%	F	%	f	%
1	Sex	Male	8	100	42	80.8	14	100	21	75	85	83.3
		Female	-	-	10	19.2	-	-	7	25	17	16.7
		Total	8	100	52	100	14	100	28	100	102	100
2	Age	20-25	3	37.5	8	-	-	-	-	-	11	10.8
		26-30	2	25	7	-	4	-	-	-	13	12.7
		31-35	2	25	16	-	10	-	-	-	28	27.5
		36-40	-	-	6	-	-	-	-	-	6	5.88
		41-45	1	12.5	8	-	-	-	12	-	21	20.6
		46 and above	-	-	7	-	-	-	16	-	23	22.5
		Total	8	100	52	-	14	-	28	-	102	100
3	Educational qualification	MA/MSC	-	-	-	-	6	-	-	-	6	5.88
		BA/BSC	8	-	40	-	8	-	5	-	61	59.8
		DIP/Level	-	-	12	-	-	-	23	-	35	34.3
		Total	8	-	52	-	14	-	28	-	102	100
4	Work experience	5-10	-	-	9	-	3	-	-	-	12	11.8
		11-15	-	-	11	-	7	-	-	-	18	11.6
		16-20	6	-	25	-	4	-	21	-	56	54.9
		20 above	2	-	7	-	-	-	7	-	16	15.7
		Total	8	-	52	-	14	-	28	-	102	100

As presented on the above table, category 1, 85(83.3%) and 17(16.7 %) respondents were males and females respectively. All the interviewee participants were males. As it can be clearly seen it was male dominated. This indicates that there is a greater difference in sexual category between male and female in different position of WEOs. From this, one can conclude that less attention had been given for women particularly in bringing them to management position. Therefore, authorized bodies need to revise their recruitment and selection procedures so as to consider gender issues.

As category 2 of the above table shows, 11(10.8%) of the WEOs respondents were found to be in the ranges of 20-25years, 13(12.7%), 28(27.5%), 6(5.9%).21(20.6) and 23(22.5), of the respondent ages were 26-30, 31-36, 37-40, 41-45 and above 46 years respectively. They can express ideas related to the study consistently and with a good consideration. Hence, their opinion can be acceptable to the study.

As shown in table 2, category 3 the qualification distribution of respondents 6 (5.9%) hold second degree,61(59.8%) first degree holder and 35(34.3%) diploma holder. This would also allow them to share academic and social experiences among themselves.

As illustrated in the above table of category 4, respondent experience (service year) were as follows: 12(11.8%) were between the service year range of 5-10 years, 18(17.6 %) of them were between the experience range of 11-15, 56(54.9 %) of them were between the experience range of 16-20 years and 16(15.7%) of teacher respondents were above 20 years of experience.

4.2. Organizational Structure Capacity

Organizational structure represents the capacity of ownership and the structure relates to the ultimate legal and social responsibility of the organization. The ways organizational structures were designed and how work process and functional units were reorganized have impacts on the capacity of implementing decentralization. With this assumption, three major items (Item 1-3) were administered to the woreda level (Table 2).

Table 3: the level of organizational structure capacity

item	Statement		WEOs head		Experts		Principals		PTA		Total	
			F	%	F	%	f	%	F	%	F	%
1	The design of organization structure	Very high	2	25	3	6	1	7	11	39	17	16.7
		high	6	75	43	83	12	85	17	61	73	76
		Medium	-	-	5	10	1	7	-	-	11	10.8
		Low	-	-	1	2	-	-	-	-	1	1
		Very Low	-	-	-	-	-	-	-	-	-	-
2	The structure of Work processes	Very high	5	62	6	12	4	29	7	25	22	21.6
		high	3	38	40	77	10	71	20	71	73	72
		Medium	-	-	6	12	-	-	1	4	7	6.9
		Low	-	-	-	-	-	-	-	-	-	-
		Very Low	-	-	-	-	-	-	-	-	-	-
3	Functional units must be adequately decentralized to them is	Very high	-	-	-	-	-	-	-	-	-	-
		high	5	62	32	61.53	3	21.4	23	82.14	63	61.8
		Medium	1	12.5	18	34.61	7	50	3	10.71	29	28.4
		Low	1	12.5	2	3.84	4	29	2	7.14	9	8.82
		Very Low	-	-	-	-	-	-	-	-	-	-

The existence of proper organizational structure is crucial to the coordination and integration of different activities. Moreover, the clarity and simplicity of the structures and procedures used to decentralize, the ability of the implementing organization staff to interact with higher level authorities, and the extent to which components of decentralized programs were integrated influences the outcomes of decentralization efforts.

As indicated in Item 1 of Table 2, the structure is clearly defined to them. Accordingly, 6(75%) of WEO heads, 12(85%) of principals, 17(61%) of PTA members and 43(83%) of experts were high with the statement. This indicates that the structure is clearly defined to this lower level, especially to the school level as the largest number of principals (85%) high with the statement. The interview results were in line with the respondents' rate.

In item 2 of table 2, the respondents indicated that organizational structure was well designed evidenced by the majority of the respondents: 5(62%) of WEO heads strongly agree and 10(71%) of principals, 20(71%) of PTA members and 40(77%) of experts high with the idea. This shows that all respondents confirmed that currently they were using the organizational structure that developed and distributed from the Oromia regional education bureau.

The document analysis made concerning the organizational structure of the woreda levels showed that the structure has been adapted from the Ministry of Education that forwarded to regional and woreda education office. In item 3 of table 2, the respondents were asked Functional units adequately decentralized to them. Accordingly, 5(62%) of WEO heads, 23(82.14%) of PTA members and 32(61.53%) of experts agreed with the statement. And only 7(50%) of principals partially high.

Theoretically, the current organizational structure of education office is clearly defined and the framework is developed by civil service and good governance bureau and distributed through the REB to all woreda education office but in practical sense there was some gaps with the exact structure that expected from the Education Offices. WEO was unable to carryout tasks (Jeilu, 2001) on contrary the current organizational structure and quality of human power at WEO enables the woreda to carryout their task adequately this is due to short term and long term training that employees got the opportunity to attend some level of degrees from public service college and hiring fresh graduate.

4.3. Leadership and Management Capacity

Leadership and management is one of the backbones for the implementation of decentralization in educational management. It maintains relations with stakeholders allocate and deploy the right resources in the successful pursuit of its strategic goals. In line with this, two major items that were related to leadership and management were administered to the respondents for rating (Table 3).

Table 4: the level of Leadership and management in the appointed and distributed in office

item	Statement		WEOs		Experts		Principals		PTA		Total	
			head		F	%	F	%	F	%	F	%
			F	%								
1	Appointed of Leaders based on their competency and professionalism	Very high	-		-		-	-	-	-	-	-
		high	2	25	9	17.3	1	7.1	7	25	23	22.5
		Medium	6	75	13	25	5	35.7	8	28.6	28	27.4
		Low	-	-	30	57.7	8	57.1	13	46.4	51	50
		Very Low	-	-	-		-	-	-	-	-	-
2	The importance of distributive leadership in office	Very high	-	-	-	-	-	-	-	-	-	-
		high	1	12.5	12	23	3	21.4	7	25	23	22.5
		Medium	3	37.5	16	30.7	5	35.7	8	28.57	32	31.37
		Low	4	50	24	46.2	6	42.9	13	46.42	47	46
		Very Low	-	-	-	-	-	-	-	-	-	-

On item no 1 Table 3 leaders were appointed based on profession and competency was rated low in which the 13(46.4) of PTA members, 8(57.1) of principals and 30(57.7) of experts, respondents were disagree. Only 6(75) of WEOs was partially high. This was also observed by the interviews conducted at woreda levels with educational principals and experts shows all

leaders in woreda education offices were appointed by their political commitment even their profession is not considered. Educational office needs educational leader at least the one who understands the values of education but many leaders in education offices give greater emphasis for their political commitment; in practical sense the capacities and competencies that required for Educational leadership is not effective. Leaders in educational offices do not have confidence for decision making since they were not from to be competent professional leaders, leaders need to have a composite capacity of knowledge, skills, values, character and attitudes working within a facilitating cultural environment, institutions and systems.

The office recognized the importance of distributive leadership also rated low with response of , , 6(42.85%) of principals, 24(46.16%) experts, 3(46.42%) and 4(50%) WEOs head all respondents were low, (Table 3 item 2). The interview respondents also witnesses as education leader does not acknowledge the role of distributed leadership that acknowledges the work of all individuals who contribute to leadership practice, whether or not they were formally designated or defined as leaders, distributed leadership minimizes risks through distributing responsibilities to all staff experts. In education office in which 46% of respondents were confirmed as they disagree on the existence of distributed leadership. Since, leaders in education office do not trust other non-political member they don't want to show responsibilities.

The effective execution of these activities demands developing the skills and abilities of leaders. The skills and competence of the educational leaders a base for successful implementation of educational decentralization because decentralizing significant amount of power and authorities results into wastage of decentralized resources due to lack of managerial, technical and administrative capacity that requires major commitment on the side of the government to improve and enhance their competence. It needs wise leadership to bring position capable persons who can perfectly play the role, fix the education system and create a competitive environment.

In general the overall leadership capacity of woreda education office for implementing decentralization of educational management was found to be low (46%) of respondents' (Table 2). Different researches support this research conducted by (Jeilu, 2001; Hussien, 2007) showed that management and leadership effectiveness for decentralization commitment was found to be

medium in principle the successful decentralization of educational management needs high leadership and management commitment (this all implies the education offices should develop strong leadership and management to lead and for the successful implementation of decentralization educational management. But according to this study it was low.

4.4. Human resource

It is one way of the best looking in educational office in terms of human capital to implement decentralized education management. In line with this, three major items that were related to human resource capacity were administered to the respondents.

Table 5:show the level of Human Resources in different capacity

Items	Statements		WEOs head		Experts		Principals		PTA		Total	
			F	%	F	%	f	%	F	%	F	%
1	The right people for the right job in office	Very high	-	-	-	-	-	-	-	-	-	-
		high	-	-	-	-	5	35.7	7	25	12	11.8
		Medium	2	25	13	25	3	21.4	9	32.1	21	20.6
		Low	6	75	39	75	6	42.9	10	35.7	61	59.8
		Very Low	-	-	-	-	-	-	-	-	-	-
2	Adequate number of staffs to supervise, monitor the day to day activities in offices	Very high	-	-	-	-	-	-	-	-	-	-
		high			11	21.2			5	17.9	16	15.7
		Medium	5	62.5	13	25	8	57.1	16	57.1	42	41.1
		Low	3	37.5	28	53.8	6	42.9	7	25	-	-
		Very Low	-	-	-	-	-	-	-	-	-	-
3	Turnover employees	Very high	-	-	12	23	2	14.3	6	21.42	20	19.6
		high	8	100	30	57.7	12	85.7	17	60.7	67	65.7
		Medium	-	-	10	19.2			5	17.9	15	14.7
		Low	-	-	-	-	-	-	-	-	-	-
		Very Low	-	-	-	-	-	-	-	-	-	-

As can be seen from item 1 of the Table 4, the offices has the right people for the right job was rated as low with 10(35.71%) of PTA members, 6(42.85%) of principals, 6(75%) of WEOs head and 39(75%) of experts were all respondents low on the response. This implies that lack of the

right qualification; concrete experience and skill to manage supervise schools to facilitate the day to day activities of the office. Educational office experts whose their educational level does not satisfy the educational requirement at their present assignment

Educational experts in woreda education office were coming from school teachers, school directors with graduate of diploma in Mathematics, science, language and other which has an impact on the day to day activities of the Education office to put right person on the right place. Different researches reported that capacity of resources has limited in a number of education all offices and regional education office on top of the strong resistance of well experienced and qualified employees (Jeilu, 2001; Hussien, 2007; Thomas, 2011; Tilaye, 2012).

The offices has adequate number of staffs to supervise ,monitor the day to day activities (Table 4) of the above table also rated as with only 28(53.84%) of experts reported disagree, but, 8(57.14%) of principals, 16(57.14%) of PTA members, 5(62.5%) of WEO heads were reported partially high, which is medium. In supporting this, the interviews conducted with the woreda educational experts clearly revealed that there is inadequate number of experts which is directly to the werread of educational planning and management, scarcity of educational supervisor.

I tem no 3 of the Table 4 there is high turnover of employees in which the highest rated with negative responses of 30(57.69%) of experts, 17(60.71%) of PTAs, 12(85.71%) of principals and 8(100%) of WEOs were high. This turnover issue is the most uncontrollable challenge of the educational office that any one wouldn't control it. According to (Jeilu ,2001) frequent staff turnover might weaken the implementation of decentralization in educational management. The reason for this effect is employees were un happy with the working condition environments, the political condition it is expected to be a member of OPDO governing party. Changes of leaders were one of negative impact to work together with PTA community representative and others interested organizations. The cumulative effect of these situations discouraged employees and reduced their commitment to the position they held failing the implementing decentralizations of educational management in general sense.

4.5. Financial Resources

Financial capacity is another critical capacity of that gives life organization and it is the most important determinant resource to the successful implementations of decentralization. three

major items that were related to financial capacity were administered to the respondents for rating (Table 5).

Table 6: the level of Financial Resources capacity

Items	Statements		WEOs head		Experts		Principals		PTA		Total	
			F	%	F	%	F	%	F	%	F	%
1	The definition of annual budget plan	Very high	5	62.5	-	-	-	-	-	-	5	4.9
		high	2	25	27	51.9	6	42.9	12	42.9	47	46.07
		Medium	1	12.5	17	32.7	4	28.6	9	32.1	31	30.4
		Low			6	11.5	4	28.6	7	25	17	16.6
		Very Low	-	-	-	-	-	-	-	-	-	-
2	The recorded financial transaction relevant to documentation	Very high	-	-	-	-	-	-	-	-	-	-
		high	5	62.5	23	44.2	7	50	13	46.4	48	47
		Medium	3	37.5	18	34.6	4	28.6	8	28.6	33	32.4
		Low	-	-	11	21.1	3	21.4	7	25	21	20.6
		Very Low	-	-	-	-	-	-	-	-	-	-
3	Adequate financial exist	Very high	-	-	-	-	-	-	-	-	-	-
		high			11	21.1			5	17.9	16	15.7
		Medium	2	25	10	19.2	5	35.7	10	35.7	27	26.5
		Low	6	75	31	59.6	9	64.3	13	46.4	59	57.8
		Very Low	-	-	-	-	-	-	-	-	-	-

As it is shown on Table 5 the annual budget plan were clearly define and rated with 5(62.5%) of WEOs head were strong agree and other were 6(42.85%) of principals and 12(42.85%) of PTA members 27(51.92%) of experts all were reported high , which is highest results. The interview result revealed that the education offices followed clear annual budget plan for recurrent expenditure, for staff salary, operational expenses, and capital expenditures.

All financial transactions recorded with the relevant documentation rated with the 23(44.23%) of experts, 13(46.42%) of PTA members,7(50%) of principals and 5(62.5%) of WEOs head were reported high, which the highest results. It revealed that existence of every financial transaction

within the education offices that had their own vouchers that contain budget category, account code and signed by authorized finance personnel. The interview that conducted revealed that is the same to this.

Adequate financial was rated as low with 13(46.42%) of PTA members, 31(59.61%) of experts ,9(64.28%) of principals and 6(75%) of WEOs were reported low. The interview reveals that education offices were faces challenges with lack of financial resources to support the need of schools, to support and encourage staffs through different trainings.

4.6. The level of Management functions

Table 7: Level of Participation of WEO Personnel, Experts, Principals and PTA in Various Management Functions

Indicate the level of participation in the following management functions		WEO heads		Experts		Principals		PTA		Total	
management functions	Level	f	%	f	%	F	%	f	%	f	%
Planning	very high	5	62.5	35	67.30	9	64.28	21	75	60	58.82
	High	3	37.5	12	23.07	5	35.71	7	25	26	25.49
	Average	-	-	5	9.61	-	-	-	-	-	-
	Low	-	-	-	-	-	-	-	-	-	-
Directing	very high	-	-	-	-	-	-	-	-	-	-
	High	6	75	38	73	11	78.57	19	67.85	74	72.54
	Average	2	25	14	26.92	3	21.42	9	32.14	28	27.45
	Low	-	-	-	-	-	-	-	-	-	-
Organizing	very high	3	37.5	-	-	-	-	-	-	3	37.5
	High	1	12.5	17	32.69	5	35.71	10	35.71	33	32.35
	Average	4	50	35	67.30	9	64.28	18	64.71	66	64.70
	Low	-	-	-	-	-	-	-	-	-	-
Controlling	very high	-	-	-	-	-	-	-	-	-	-
	High	5	62.5	37	71.15	11	78.57	16	57.14	69	67.64
	Average	3	37.5	15	28.84	3	21.42	12	42.85	33	32.35
	Low	-	-	-	-	-	-	-	-	-	-
Decision making	Very high	2	25	5	9.51	2	14.28	1	3.57	11	10.78
	High	4	50	33	63.46	9	64.28	17	60.71	53	51.96
	Average	2	25	14	26.92	3	21.42	8	28.57	27	26.47
	Low	-	-	-	-	-	-	-	-	-	-

In item 1 of table 6 above, the respondents were asked to indicate the level of participation of WEO heads and experts in various management functions. Accordingly, item 1 they were asked

to show the level of their participation in planning. All of the respondents: 5(62.5%) of WEO heads, 9(64.28%) of principals 35(67.30%) of experts and 21(75%) of PTA members were responded that the participation of WEO heads and experts in planning is very high. *In this* process of planning all our experts participate in the planning and give information about their units. Regarding this, Walker (1994) also states that much planning should be carried out in teams, at the management level and among staff in their areas of interest and expertise.

In item 2 of table 6, the respondents were asked to show the participation of WEO heads and experts in organizing. 19(67.85%) of PTA members, 38(73%) of experts, 6(75%) of WEOs and 11(78.57%) principals (which is the majority) responded that the participation of WEO heads and experts in organizing is high. The National Department of Education stipulated the need for democratic governance in schools. This means active involvement of stakeholders in decision-making, policy formulations and other aspects. The DoE, however, has not yet practiced what it is preaching in terms of democratic values and consultation. Decisions are imposed on schools even if they are hard to implement. This means that this issue should be thoroughly reviewed (Weekend 2005). In item 3 of table 6, the respondents were asked to indicate the level of participation of WEO heads and experts in directing. Accordingly, the majority of them:4(50%) of WEO heads, 9(64.28%) of principals, 18(64.71%) of PTA members and 35(67.30%) of experts responded that the WEO heads and experts participation in directing is medium.

In 4 of table 6 above, the respondents were asked to show the level of participation of WEO heads and experts in controlling and monitoring functions. Accordingly, the majority: 16(57.14%) of PTA members, 5(62.5%) of WEO heads,37(71.15%) of experts and 11(78.57%) of principals and responded that the participation of WEO heads and experts in controlling and monitoring is average.

In 5 of table 6, the respondents were asked the level of participation of WEO heads and experts in important decision makings. Accordingly, 4(50%) of WEO heads, 17(60.71%) of PTA members, 33(63.46%) of experts and 9(64.28%)of principals and (which is the majority) said that the participation of WEO heads and experts in important decision makings is high.

The fact that you involved as many people as possible, who you may call them expert in their respective discipline of decision-making, carry the potential that the decision taken will be supported, defended and ultimately carried out by everyone, even those that appear to be negative or defensive of decisions taken by the majority (Mungunda, 2003).

4.7. Part II, The level of Participation stakeholder in planning

Table 8:Level of Participation of stakeholder

No.	Statement	WEOs head		Experts		Principals		PTA		Total		
		F	%	F	%	F	%	F	%	F	%	
	The level to which the KETB and PTA members are participating in planning											
1	Formulating strategy plan and action plan of the school	Very high	-	-	-	-	-	-	-	-	-	-
		high	4	50	33	63.46	11	78.57	18	64.3	66	64.7
		Medium	2	25	19	36.53	3	21.42	9	32	33	32.6
		Low	2	25	-	-	-	-	-	-	2	25
		Very low	-	-	-	-	-	-	-	-	-	-
2	Planning the school program	Very high	-	-	-	-	-	-	-	-	-	-
		high	-	-	-	-	-	-	-	-	-	-
		Medium	-	-	12	23.07	2	14.28	8	28.6	22	21.6
		Low	5	62.5	25	48.07	5	35.71	12	42.7	47	46
		Very low	3	37.5	15	28.84	7	50	8	28.6	33	32.4

As depicted in Table-7 of the first item, the respondents were asked to rate the extent to which the community participation in formulating strategic planning and action plan of the school. Accordingly, 4(50%) of WEOs, 18(64.28%) of PTA members, 33(64.46%) of experts and 11(78.57%) of principals reveals the involvement of the community participation in planning in

the school strategic plan and action plan was high. from the interview held with WEO experts, it was found out that KETB and PTA members participate in the planning.

Regarding item 2, 5(35.71%) of principals, 12(42.85%) of PTA members, 25(48.07%) of experts, and 5(62.5%) of WEOs, responded that the participation of the community representatives in designing and planning school programs was low and very low. This indicated that, the KETB and PTA members' participation in planning, school programs was found at low level. Further more, the information gather from interview with WEO experts and document analysis strongly support the data obtained through quantitative. From this, one can possible to conclude that planning school program activities was prepared by school and less result achievement principals without involving or participating of KETB and PTAs members, therefore, this leads to inactive participation of the school.

4.8. Level of CP in decision- making

Table 9: level of PTA and KETB participating in decision making

Items	Statement		WEOs head		Experts		Principals		PTA		Total	
			F	%	F	%	F	%	F	%	F	%
1	Decision making on budgeting	Very high	1	12.5	5	9.61	2	14.3	4	14.3	12	11.76
		high	4	50	40	76.92	7	50	18	64.3	69	67.7
		Medium	1	12.5	4	7.69	5	35.7	5	17.9	15	14.7
		Low	2	25	3	5.76			1	35.7	6	5.9
		Very low	-	-	-	-	-	-	-	-	-	-
2	Making decision on teachers' complaints	Very high	-	-	-	-	-	-	-	-	-	-
		high	2	25	5	9.61	2	14.3	7	25	16	15.7
		Medium	1	12.5	13	25	3	21	15	53.6	21	20.6
		Low	5	62.5	31	59.61	8	57	4	14.3	59	57.9
		Very low	-	-	3	6.76	1	7	2	7	6	5.9

With respect to item 1, the participation of the community in decision making in school activities rated with 4(50%) of WEOs, 7(50%) of principals, 18(64.28%) of PTA members and 40(76.92%) of experts were reported that the community representative participation in decision

making on budgeting was high. From the interview with the principals and document analysis of record of KETB and PTA. It was found that decision making on school budgeting and determine how it spent was made by the KETB and PTA. From this it is possible to understand that KETB and PTA are carrying out their responsibilities.

Regarding item 2 decisions about teachers' complaints, only 15(53.57%) of PTAs response was medium, but other were 8(57.14%) of principals, 31(59.61%) of experts and 5(62.5%) of WEOs reported that the participation of KETB and PTA members in resolving teachers' complaints through decision was found to be low.

Furthermore, from the interview with school principals and document observation (analysis), it was found out that in most school matters decisions were made by the principals together with teachers who were member of PTA. From this, it is possible to understand that KETB and PTA member participation in decision making on teacher complains was poor and low. Due to this is difficult to call there was real participation. Therefore, the PTA and KETB participating on decision making such as teachers absenteeism, poor performance, improving the educational delivery, monitoring and supervising teachers, ensuring that teachers arrive at school on time and perform effectively in class room was not adequate

4.10. Level of PTA and KETB participate in monitoring and evaluation

Table 9: Level of PTA and KETB participate in monitoring and evaluation

Items	statements	Level	WEOs head		Experts		Principals		PTA		Total	
			F	%	F	%	F	%	F	%	f	%
1	1.Preparing evaluating criteria to evaluate the school plan Implementation	Very high										
		high			8	15.4	1	7.1	3	10.7	12	11.8
		Medium	1	12.5	12	23	1	7.1	7	25	21	20.6
		Low	5	62.5	26	50	8	57	16	57.1	55	53.9
		Very low	2	25	6	11.5	4	28.6	2	7.1	14	13.7
2	2.Identifying strengths and weaknesses, and challenges encountered	Very high	-	-	-	-	-	-	-	-	-	-
		high			5	9.6	1	7.1	2	7.1	8	7.8
		Medium			7	13.5	3	21.	13	46	23	22.5
		Low	2	25	15	28.8	2	14.3	7	25	26	25.5
		Very low	6	75	25	48	8	57	6	21	45	44.1
3	Monitoring the school resources and evaluating the implementation of the school plan	Very high	-	-	-	-	-	-	-	-	-	-
		high			7	13.5	2	14.3	7	25	16	15.7
		Medium	1	12.5	12	23	2	14.3	6	21.4	21	20.6
		Low	3	37.5	8	15.4	6	42.9	11	39.3	28	27.5
		Very low	4	50	25	48	4	28.6	4	14.3	37	36.3

Table 9, summarizes that the respondent values of the participation of the community in monitoring and evaluation was 26(50%) of experts, 8(57.14%) of principals, 16(57.14%) of PTA and 5(62.5%) of WEOs revealed that the participation KETB and PTA members in developing evaluating criteria to evaluate the implementation of the school plan was low. That is, the community representatives do not participate in monitoring the programs auditing and evaluating the results and impacts in light of criteria. Moreover 6(21.42%) of PTA, 25(48.07%) of experts, 8(57.14% of principals and 6(75%) of WEOs proved that the KETB and PTA members did not participate in identifying strengths, weaknesses and challenges the school encountered was medium.

With respect to item 3 , Monitoring the school resources and evaluating the implementation of the school was reported as 25(48.07%) of experts and 4(50%) of WEOs and were responded very low and 11(39.28%) of PTA and 6(42.85%) of principals and revealed that low. This indicated that the PTA and KETB members did not monitoring and evaluating of the implementation of school plan.

Furthermore, from the interview with WEOs and experts and document analysis it was found that KETB and PTA members role in monitoring and evaluating of school planning were also low. From this the PTA and KETB did not carrying out their responsibilities.

4.11. Part III Challenges on Decentralized Educational Management

Table 10, Challenges the employee faced to implement decentralized educational management

Please indicate appropriate answer by putting (√) mark in one of the five alternatives.

The most external and internal difficult challenges your woreda faces to implement decentralized educational management effectively and efficiently	No. respondents	very high		High		medium		Low		Very low	
		F	%	F	%	F	%	F	%	F	%
Internal condition											
skilled manpower	102	-	-	3	2.9	3	2.9	73	71.6	14	13.7
coordination among various stake holders	102	1	.98	4	3.9	23	22.5	50	49	24	23.5
budget for education	102	4	3.9	18	17.6	54	52.9	12	11.8	14	13.7
training for the stakeholders	102		-	5	4.9	14	13.7	67	65.7	16	15.7
clearly defined decision making process	102	35	34.3	46	45	12	11.7	9	8.8	-	-
participation of stakeholders	102	8	7.84		-	15	14.7	45	44.1	34	33.3
Using guidelines	102	11	10.8	31	30.4	39	38.2	8	7.8	13	12.7
Availability of resources (computers, paper, etc.)	102	-	-	-	-	9	8.8	72	70.6	21	20.6
reliable data	102	3	2.9	67	65.7	32	31.4	-	-	-	-
External condition											
Political environment	102	6	5.9	31	30.4	13	12.7	41	40.2	11	10.8
Social change environment	102	-	-	35	34.3	12	11.7	46	45	9	8.8
Technological environment	102	-	-	3	2.9	-	-	32	31.4	67	65.7

In item 1 table 10, the respondents were asked to indicate the most difficult challenges regarding to internal condition their woredas face to implement decentralized educational management effectively and efficiently. From 102 respondents on the question defined decision

making process 46(45.09%) and reliable data 67(65.68%) were responded high in each woreda, budget for education 54(52.94%) and using guideline 39(38.23%) were medium. It indicates that there is no high challenge according to this study. But the majority of the respondents indicated that lack of training for the stakeholders 67 (65.68%), lack of coordination among various stakeholders 50(49.01%) and shortage of skilled manpower 73(71.56%) Availability of resources (computers, paper, etc.), 72(70.58%) and Lack of inadequate participation of stakeholders 45(44.11%) were responded from 102 respondents for each questioner as the most difficult challenges face to implement decentralized educational management in the woreda.

Regarding the external condition challenge that face woreda education office responded as there is a shortage of political environment by responded 41(40.2%) was low. there is neither adequate capacity nor commitment to support, to practice and to fully utilize them. The social change was also low by the report of 46(45%).the employees not to work in rural school due to lack of social services in these area. At the end Respondents were reported that the technology capacity of education offices was over all rated low with 67(65.7%) from total respondents. It indicated that an education office has weak and poor use of information technology system.

4.12. Interview for WEO experts and Principals were explained as follows

Both of them for asked the question

1. Is there adequate financial recourse capacity?
2. What is the level of participation of education stakeholders in various functions of management in your woreda?
3. What do you think are the main challenges of practicing decentralized education Management in your woredas? They responded the following responses.

WEO experts and Principals were responded that there is no enough financial capacity. This results shows that the inadequate of finance is one of the main challenges of the educational to deliver proper services or to implement decentralized educational management. And KETB and PTA members' participation in formulating, securing school resources, planning of school program, decision making, implementation of school plan, monitoring and evaluation of school performance was found to be low and poor. This indicates that there is no participation of the

stakeholder in various functions. At the end both of them responded that there is lack of human power, inadequate resource like financial, material, ICT, turnover employee and lack of training are the main challenges in our weredas.

4.13. Document analysis

The researcher was observed how to they use official documents. Accordingly he observed their official documents, majority of them used in their different capacity. For instance, he saw in their decision making process, financial record, and reports (monthly, quarterly and annual)...were there in their office.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter has three sections the first section presents the major findings of the study (summary) while second section deals with the conclusion drawn from the findings of the study. The final sections of this chapter provide some suggestions based on major findings and conclusion drawn from the study.

5.1. Summary

The main objective of this study was to analyze the implementation of decentralized educational management in case of selective woreda east wollega zone of oromia regional state. The specific purposes of the study were:

- To improve inadequate capacity of WEOs by empowering each personnel.
- To raise awareness creation programs of participation to stakeholders in different domains.
- To find out the challenges implementation of decentralization education management and design the way of overcome

The study formulated the following basic research questions.

- Is there adequate organizational capacity to implement decentralization of educational management?
- What is the scale of stakeholder involvement in different domains in East Wallega Woredas education offices.
- What are challenges to implementing decentralized education management in East Wallega Woredas education offices

The study was conducted in four woredas in East wollega Zone. The methodology employed was descriptive survey. To answer the above questions, a questionnaire and semi-structure interview instruments were employed to obtain data from the selected samples, descriptive statistics was employed to analyze the data collected. Based on the above analysis made, the major findings of the study are the following,

1. Leadership and management

Regarding the leaders were appointed by based on profession and competency was low by 51(50%). But other respondents 23(22.5%) and 28(27.4%) were agree and partially agree respectively. This was also observed by the interviews conducted at woreda levels with educational officials and experts shows all leaders in woreda education offices were appointed by their political commitment even their profession is not considered. And also the office recognized the importance of distributive leadership was also disagree by 47(46%) of respondents reports. The interview respondents also witnesses as education leader does not acknowledge the role of distributed leadership that acknowledges the work of all individuals who contribute to leadership practice, whether or not they were formally designated or defined as leaders.

2. Human resource capacity

Human resource capacity need right person at the right place. However, the findings of this study the offices has the right people for the right job revealed that from all respondents 12(11.76%) agree, 21(20.58) partially agree and 61(59.80) responded disagree, it indicate that the shortage of human resource capacity. And also there is high turnover employees was responded by majority respondents 67(65.68%) reports agree with the problem that facing the education office. This is uncontrollable challenge of the educational office that any one wouldn't control it.

3. Financial Resources

Financial capacity is the most important determinant resource to the successful implementations of decentralization. The findings of this study revealed that the financial capacity of the education from 102 total respondents 16(15.68%) were agree, 27(26.47%) were partiality agree and 59(57.84 %) were disagree on adequate financial resources. this indicate that there is no adequate financial resources in education management. Then the results show that the inadequacy of finance is one of the main challenges of the educational offices to deliver proper services.

4. Stakeholders involvement

Regarding the participation of the community representatives in designing and planning school programs was low and very low by the report of 47(46%) and 33(32.4%) respectively. In resolving teachers' complaints through decision was found to be low by the response of 59(57.9%) respondents. In developing evaluating criteria to evaluate the implementation of the school plan was also low with report of 55(53.9%) high percentage from total respondents. And monitoring the school resources and evaluating the implementation of the school was revealed that very low by 37(36.3%) the greater percentage. Furthermore, from the interview with WEOs and experts and document analysis it was found that KETB and PTA members role in monitoring and evaluating of school planning were only limited to fill in the performance evaluation of teachers and certain activities. This indicated that, the KETB and PTA members' participation in planning, school programs was found at low level.

5. Internal and external condition challenges

The internal condition challenges that faces woredas to implement decentralized educational management were responded as the majority of the respondents indicated that lack of training for the stakeholders, it was low by 67 (65.68%) report, lack of coordination among various stakeholders 50(49.01%) and shortage of skilled manpower 73(71.56%) Availability of resources (computers, paper, etc.), 72(70.58%) and Lack of inadequate participation of stakeholders 45(44.11%) were responded from 102 respondents for each questioner as the most difficult challenges face to implement decentralized educational management in the woredas.

Regarding the external condition challenge that face woreda education office responded as there is a shortage of political environment by responded 41(40.2%) was low. there is neither adequate capacity nor commitment to support, to practice and to fully utilize them. The social change was also low by the report of 46(45%).the employees not to work in rural school due to lack of social services in these area. At the end Respondents were reported that the technology capacity of education offices was over all rated low

with 67(65.7%) from total respondents. It indicated that an education office has weak and poor use of information technology system.

5.2. Conclusions

Based on the findings the following conclusions drawn:

1. WEOs are accountable to the Zonal education Bureau but some woreda education offices were weakest tie in zonal education office for implementing decentralization of educational management was found to be low. Educational Leaders were extremely restricted by the political system. There is neither adequate capacity nor commitment and inefficient political appointees with frequent changes of leaders makes the education system weaker this due to less management commitment, lack of leadership and proper educational management practices.
2. The human resource capacity explained as lack of the right qualification; lack of required number of experts which is directly to the woreda of educational planning and management, scarcity of educational supervisor staff ,there is high turnover of staffs which the most uncontrollable challenge for the educational office employees were un happy with the working condition environments. The cumulative effect of these situations discouraged employees and reduced their commitment to the position they held deteriorating the implementing decentralizations of educational management in general sense.
3. Financial capacity is the most important determinant resource to the successful implementations of decentralization. But the financial capacity of East Wollegga Zone selective Woredas to implementing decentralization of educational management was low, this indicate that inadequate of finance is one of the main challenges of the educational to bring proper services
4. As the study indicated, the majority of the respondents KETB and PTA members participation in planning of school program, in resolving teachers' complaints through decision was found to be low , Monitoring the school resources and evaluating the implementation of the school was revealed low, From this it is possible to conclude

that past establishing KETB and PTA in schools was not fully carrying out their roles and responsibilities given to them by rules and laws.

5. To end with, regarding the internal and external condition challenges of decentralized educational management the internal challenges were shortage of training for the stakeholders, lack of coordination among various stakeholders ; shortage of skilled manpower ,availability of resources (ICT, writing materials, etc.) and Lack of inadequate participation of stakeholders. Regarding the external condition Lack of political environment, lack of social services and shortage of technology capacity of education offices were among the most difficult challenges that woredas face to implement decentralized educational management effectively and efficiently.

In general, decentralization of educational management has improved since the 1990s, but decentralization failed to meet its promise, as improvements in accountability, participation, efficiency and equality have not met expectations. Despite the fact that implementation of decentralization of educational management in East Wollega zone WEOs saw their efforts undermined by lack of leadership and management commitment, lack of financial resources, limited autonomy and insufficient support from regional government. If stakeholders had been given appropriate levels to carry out their decentralized responsibilities, the results could have been dramatically different.

5.3. Recommendations

On the basis of the findings and conclusions with regard to the implemented decentralized educational management of East Wollega woreda education office, the following possible solutions are recommended.

1. To ensure the successful and sustainable implementation of decentralization of educational management the East Wollega Zone WEOs need strong political, leadership and management commitment. Dedication from the educational leader and relevant government institutions that encourage and trust employees and open doors for stakeholders to participate in the education system. The regional state and zonal level

officials should create conducive working environments for employees that makes them responsible for their position and the Education offices should attracting well-qualified and experienced professionals specifically related to educational planning and management at the woreda level.

2. For education sector knowledge of the education is needed, therefore pay attention to qualified and experienced person than political consideration and put right qualified person at right place is the solution of this gaps. To minimize turnover employees, satisfaction or motivation of the worker is one of the ways to reduce turnover employees and leaders. Improving low salary, reducing heavy workload, improving working environment (increasing of financial and material resources at work place) and giving career structure on time are another way overcoming turnover employees.
3. .To overcoming inadequate financial capacity expanding different opportunities like creating Regular meetings and discussions should be conducted with the other social service sectors, private organizations, individuals, institutions, with communities, NGOs and volunteer to increase their income are the solution one. And also the revenue should be seriously emphasized by the regional, zonal and woreda level is another solution.
4. Enhancing the participation of stake holders in the management of education.WEO should establish mechanisms by which it could follow up and evaluate the performance of PTA and KETB of schools by making it part of its super visionary activities. This helps them to identify their weakness and take the necessary measures to rectify them and further strengthen their strong side which ultimately leads to sustainability of the practices and the results achieved. Capacity building is another solution strongly advisable that members of PTA and KETB should get adequate training that enables them to shoulder their duties and responsibilities effectively.
5. Reducing the challenges of decentralized educational management: - Improving the, assigning the right person in the right place, , the provision of training stakeholders, coordination among various stakeholders, skilled manpower, provision of adequate

resources(ICT, writing materials, etc.) Adequate participation of stake holders, are some of the major ones which should be practiced to reduce the challenges of decentralized educational management. Most of these could be done by the woredas while others should be done by the concerned educational stakeholders.

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Part I. :capacity building

Please indicate to what extent you agree with the following statements

The following are some of the areas that the adequate capacity building to implement decentralized educational mgt. Please indicate to what extent you agree with the following statements.

Items	very high	high	medium	low	very low	Total
Organizational structure						
1. The design of organization structure						
2. The structure of Work processes						
3. decentralized of functional units						
Leadership and management						
1.appointed Leaders on their competency and Professionalism						
3. know the importance distributive of leadership in office						
Human Resources						
1. right people for the right job in the office						
2 Adequate number of staffs to supervise, monitor the day to day activities						
3. turnover of employees						
Financial Resources						
1.definition of the annual budget plan						
2 Recorded financial transaction in the relevant documents						
3.Adequate financial exist						

Indicate the level of participation in the following management functions.	very high	high	medium	low	very low	Total
Managerial function						
Planning						
Organizing						
Directing						
Controlling						
Decision making						

part II. Stakeholder involvement in the management in deferent domains

The following are some of the areas that the Stakeholder is expected to participate in the Educational management. Please provide appropriate answer by putting (√) mark in one of the five alternatives.

Items	very high	high	medium	low	very low	Total
A. The extent to which the KETB and PTA members are participating in planning						
1. Formulating strategy plan and action plan of the school						
2. Planning the school program						
B. The extent in which the PTA and KETB participating in						
1. Decision making on budgeting						
2. Making decision on teachers' complaints						
C. Monitoring and Evaluation						
1. Preparing evaluating criteria to evaluate the school plan Implementation						
2. Identifying strengths and weaknesses, and challenges encountered						
3. Monitoring the school resources and evaluating the implementation of the school plan						

Part III Challenges of decentralization educational management.

Pleas indicate appropriate answer by putting(√) in one of the five alternative.

Items	very high		High		Medium		Low		Very low	
	F	%	F	%	F	%	f	%	F	%
	The most difficult challenges of internal and external condition your woreda faces to implement decentralized educational management effectively and efficiently									
Internal condition challenge										
skilled man power										
coordination among various stake holders										
budget for education										
training for the stake holders										
clearly defined decision making process										
participation of stake holders										
Using guidelines										
Availability of resources (computers, paper, etc.)										
reliable data										
External condition challenge										
Political environment										
Social change environment										
Technological environment										

Appendix II Sample Interview

Addis Ababa University

School of Graduate Studies

College of Education & Behavioral Sciences

Department of Educational Planning & Management

Interview for WEO heads and Principals

1. Is there adequate financial recourse capacity?
2. What is the level of participation of education stakeholders in various functions of Management in your woreda?
3. What do you think are the main challenges of practicing decentralized education Management in your woreda