

**THE CURRENT EDUCATIONAL DECISION MAKING
PRACTICE AND IMPLEMENTATION IN SOME SELECTED
GOVERNMENTAL SECONDARY SCHOOLS OF
ADDIS ABABA CITY ADMINISTRATION**

**BY
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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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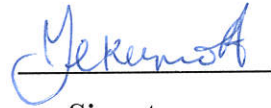
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Abbreviations and Acronyms

ANOVA	Analysis Of Variance
CSA	Central Statistics Authority
DDDM	Data Driven Decision Making
DMS	Decision Making Strategy
DMT	Decision Making Task
DSS	Decision Support System
Educ. Adm.	Educational Administration
EMIS	Education Management Information System
ESDP	Education Sector Development Program
IIEP	International Institute of Educational Planning
MOE	Ministry of Education
NASSP	National Association of Secondary School Principals
PDM	Participatory Decision Making
PTA	Parent-Teacher Association
SDM	Shared Decision Making
SIP	School Improvement Program
SNNPR	Southern Nations Nationalities Peoples Region
TGE	Transitional Government of Ethiopia
TVET	Technical Vocational-Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The extent to which school leaders experience a team work and participate in the practice of school decision making has been viewed as a means of satisfying both organizational objective and their need. The purpose of this study is to investigate the current practice of educational decision making and implementation in government secondary schools. Besides it intends to evaluate the level to which secondary school leaders' practice decision making and implementation to resolve problems in teaching learning process. The method employed in the study was a descriptive survey. Questionnaire, interview and review of documents were used to collect data from 13 Principals, 26 Unit leaders, 52 Department Heads and 150 Secondary School Teachers randomly selected 13- government secondary schools in 10 sub-cities of Addis Ababa city administration. Level of participation in decision making, and implementation were measured based on 50 decision statements which were grouped under eight major decision categories. A correlation between decision-making and implementation was computed. A significant relation between decision making and implementation were found among eight decision categories. The pattern of responses suggested that teachers have relatively less involvement in decision making, whereas principals hold the lion share. Teachers reported that there is a need for actual participation in decision-making processes, so as to become part of the decision and implementation. Finally, the research investigates that teachers prefer participating in the academic to the administrative aspects of school leadership and indicated the need for adoption of shared decision making. Because, it allows greater involvement of teachers in decision-making, which is an important aspect of the decentralization policy of school-level-decision making and an alternative to the top-down bureaucratic system of schooling.

CHAPTER ONE

INTRODUCTION

In this chapter, background and statement of the problem with basic research questions, objectives, significance, and scope, definition of key terms and organizations of the study are discussed briefly

1.1. Background of the problem

In the past, decision making was thought of as a management function by itself. But nowadays, researchers and management authorities place or relate decision making with planning. In this regard Stephen Robins and David (1995:104) argue that, "Plans do not just come out of thin air. They are the results of careful analyses.

After weighing the advantages and disadvantages of various alternatives, managers select that will best serve the interests of an organization." Glueck (1997:384) on the other hand:

.....managers make dozens of decisions everyday and their success as managers depends on how well they make their decisions. Thus, decision making is a critical part of being an effective manager. Making a good decision is a process of identifying problems and resolving them or of identifying opportunities and taking advantages of them.

The process of decision-making is made up of two major components: choice and judgment. Judgment is the process of selecting a specific alternative to implement. It can occur without being followed by choice. However, some levels of judgment always precede choice.

Decision making is often quite disorderly and complex as it unfolds. According to McCall & Kaplan (1979: XV):

.....decisions are made and problems solved in fits and starts. The process is like a flowing stream, filled with debris, meandering through the terrain of managers and their organizations. There is no beginning or end...

Furthermore Sayles (1979:15) says:

.....managers usually deal with the unexpected crises and petty little problems that require much time than they are worth Thus, managerial work is hectic and fragmented and requires the ability to shift continually from person to person from one subject or problem to another.

On the other hand, Management Theory is built on the premise that individuals act rationally, and the essence of their job revolves around rational decision making processes. However, issues like access, coverage, quality and utilization of competent decision makers and their percentage as measured by qualification, training and experience is not yet achieved in our country.

Thus, it is unlikely that all managers who are making decisions at various levels are satisfactorily rational in all these respects. Due to this fact, organizations that are in so many respects, incredibly efficient and reasonable, some times seem to make inappropriate decisions.

Decisions on school capacity may be estimated on the basis of the area of the rooms used for teaching, the maximum acceptable distance a child may walk or the geographic area served by the school. These criteria along with other facts would determine where new school need to be opened, upgraded to secondary school or shifting educational resources in order to achieve the objectives of equity and efficiency. In addition, continuous monitoring and evaluation of plans is also important during the implementation stage by the decision makers. *Walelign Admassu and Genet Demissie (2000: 106) put it:*

.....because, planning compels visualization of the entire organizational work, it helps managers in their decision making process. The decisions that are made about the organization's objectives and means of reaching them provide the guide-lines for making subsequent decisions.

Therefore, it is certainly worth for decision makers to look into the objectives and priorities of the organization as a whole in pursuing their decision. But

in practice, for reasons of incompetence the decision makers are unable to consider the right priorities, to gather sufficient data, analyse it thoroughly and sensibly in order to come up with sensible answers. Thomas and Noel (1999:61-62) argued:

Decisions at every point are not mutually exclusive; a single decision may affect more than one aspect of the organization. In addition, decisions with-in and across categories are interdependent and interwoven. The implementation of these decisions in turn requires other decision with regard to procedures.

To this end, the development of proper educational policy and planning, as part of national development, can be linked with the enhancement of National Planning. Thus, this research tries to evaluate the current practices of decision making and implementation in the government secondary schools of Addis Ababa city administration in line with recent research findings.

1.2 Statement of the Problem

Education, in Ethiopia, is a complex endeavor involving several kinds of decisions, which spread across different entities at different levels: National, Regional, Zone, Sub-city, and the School. The decisions made could also be categorized as policy, school organization, financing, personnel training, curriculum and instruction, monitoring and evaluation student's affairs, research and development etc.

Decision errors and ineffective implementation at any of these decision points have negative consequences. If one makes a mistake in other sectors, the worst result may be wasting resources, but in education the damage will be far beyond resources. Once the flavor or the basic essence of educational decision objectives is lost, correcting it will be difficult. Today's mistake cannot be easily seen or noticed today, but only after many years with its devastating outcomes. This is also the same for correcting it. To this end, Julie, John & Laura (2006:1) made the following conclusion:

...the impact of flawed decision may not be tolerable and could be avoided or minimized. Otherwise, generations' will pay for it. This could happen if decision makers at all levels do not systematically collect, and analyse various types of data including input, process, outcome and satisfaction, to guide a range of decisions to help and improve the success of an education system.

The purpose of this study is, therefore, to examine the current decision making practices and implementation, the major decision making categories practiced and the level of their implementation in government secondary schools of Addis Ababa City Administration. In addition, the study tried to examine the effect of participation of stakeholders in decision making in order to support the teaching /learning process. In particular, the study tries to answer the following basic questions:

- 1. To what extent do secondary school leaders involved in decision making?*
- 2. To what extent do secondary school leaders involved in decision implementation?*
- 3. Is there significant difference between the level of involvement by school leaders in decision making and implementation at secondary school?*
- 4. Are there significant differences in the degree involvement of school leaders in terms of sex, experience, qualification and field of specialization?*
- 5. Is there a significant difference among school leaders' involvement of first and second cycle secondary schools in decision making and implementation process?*
- 6. Is there a significant difference in the importance attached to the decision categories by secondary school leaders?*
- 7. Are there significant differences among the school leaders' views in the importance of participation in decision making and implementation processes at secondary school?*

1.3. Objectives of the Study

The aim of this study is to investigate the current decision-making practices, and implementation in the secondary schools of Addis Ababa City Administration. Moreover, the study tries to evaluate the level to which

leaders and teachers in the secondary schools practice decision making and implementation to resolve problems in teaching /learning process. In light of this, the study has the following specific objectives.

1. *Examine the level of secondary school leaders' involvement in the practice of decision making and implementation.*
2. *Identify the decision categories frequently practiced in secondary Schools.*
3. *Check if there is a significance difference in the practice of decision making of first and second cycle secondary school leaders.*
4. *Evaluate the importance attached to the decision categories by secondary school leaders?*
5. *Summarize current decision making practice and implementation of the secondary school leaders and construct possible recommendation.*

1.4. Significance of the Study

Decision making practice is expected to be proactive and anticipatory to problems and opportunities rather than reactive focusing in a mere administrative short term problem solving activities. This study mainly focuses on evaluating the current practices of administrative decisions which pertain to what is being done in the secondary schools.

More precisely administrative decisions are responsible to the operation and maintaining, implementing new educational projects and evaluating the performance of the school. This in turn results in smooth and collaborative effort among the stakeholders and as a result, School Improvement Program (SIP) could be feasible. Therefore the study contributes to:

1. *Summarize the current practices in educational decision making process at secondary school level.*
2. *Provide research ideas for those who want to pursue further study in the area of secondary school decision making.*
3. *Identify key decision categories that school leaders should examine in their leadership of the school.*

1.5. Scope of the Study

Decision making in Education is performed at various levels on issues of General School Policy, School Organization, Financing, Personnel Affairs, Student Affairs, Curriculum and Instruction, Monitoring and Evaluation etc. But, this study is limited in scope to study school leaders' involvement in Decision-making and implementation of the selected decision categories.

1.6. Limitation of the study

The study was challenged with some unforecasted situations such as non response on subjective questions of Part IV of the questionnaire and interview was challenging and tiresome. Teachers and principals was not willing to cooperate as needed, and even those who showed cooperation were creating delaying tactics by giving appointment for various reasons, some filled the questionnaires carelessly, and few failed to return the questionnaires. These conditions made the researcher consume more time than previously allocated for data collection. Therefore, since those conditions made the study very difficult, the data and explanations given could not be considered as comprehensive as possible; and hence, may result in limited generalizability.

1.7. Definition of key terms

Assistant principal

A member of administrative team who direct academic activities and serves in developing, implementing, assisting and establishing of the school goals and objectives as well as planning of the school's instructional programs.

Decision making

The act of making up one's mind about something, or a position or opinion or judgment reached after consideration. It is a thinking process, with lots of mental activity involved in choosing between alternatives.

Information

The result of processing, manipulating and organizing data, which can be shaped, comprehended and embedded in meaningful contexts.

Level of Participation

Describe the magnitude or extent of school leader's participation in school decision-making process.

Participation

State of taking part with others, in school's decision making process formally on the basis of determined objectives, rights and obligations to contribute views in school leadership.

Practice

The application of knowledge to effect change in teaching and learning process.

Principal

The highest-ranking administrator in schools who play multiple roles: school manager, instructional leader, and the leader of school reform in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the development of students and staff members.

School Leaders

These, for the purpose of this study, are members of the school community contributing to the teaching /learning process and assumes a position of principal and assistant principal (leading the school), unit leaders, department heads , and/or teacher(leading at the class room level)

Secondary school

Educational institution operating to provide formal secondary education (Grade 9-12)and aims at laying the foundation of life long learning and human development by offering more subject or skill oriented instruction using specialized teachers (World Bank 2000:45)

Teacher

A full time classroom practitioner, who function more instructional approach than managerial; she/he is the most important human resource in achieving the core missions of educational institution. She/He is a 'conductor', of teaching/learning, who controls the volume and tempo of events in class rooms. (Kruger and Van Schalkwyk 1997:12-13)

1.8. Organization of the study

The research is organized in five chapters: Chapter One deals with introduction, the purpose of the study and significance of the problem. Chapter Two covers extended review of related literature about participatory decision-making with its different approaches. Chapter Three discusses the research methodology, procedures and methods of data analysis employed throughout the study. Chapter Four presents the data with its analysis and discusses the research questions in detail. Finally, chapter five summarizes the study and gives brief conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter mainly deals with reviewing literary works of various scholars on educational decision making and implementation practices primarily, the meaning and nature of decision-making, steps in decision making, models of decision making were thoroughly dealt with. Then, the basic features of shared decision making and the major making, and were reviewed. Finally, making, and summary theoretical frame work of decision making and implementation were treated.

2.1. The Meaning and Nature of Decision Making

The word “decision” has been defined as “an answer to some question, problem or a choice between two or more alternatives” (Rowe, Boulgarides, and McGrath, 1984:85). At a very specific level, the ability to make a decision is highly related to the making of choices from a pool of alternatives. (Hammond, 1999:63) Decision- making can also be referred as problem solving or the process of recognizing a problem or opportunity and finding a solution to it. Decisions are made by everyone involved in any process, but managers typically face the most decisions on a daily basis. Rowe and Mason (1987:348) refer to decision making in terms of five key cognitive processes:

- 1) *The stimuli, that arouses the decision maker;*
- 2) *The response, the manner in which one responds to the stimulus;*
- 3) *The reflection, how one thinks about the problem;*
- 4) *The implementation, how one implements and executes the decision; and*
- 5) *The evaluation, determining the effectiveness of the decision based on its desired goals.*

Decision making is a process of managing information structurally by an institution, group or individuals through the manipulation of information (Streufert and Streufert, 1978:359). Individuals within the decision making process can act very differently to a given specific problem.

For example, some individuals may be able to think quickly and methodically or prefer to analyse and reflect, while others may like to act upon their thoughts rather than contemplating their actions. The personalization of such information processing has been defined under the term cognitive style. Cognitive style refers to the behavior and manner of one's decision making abilities and not to one's decision making process.

Cognitive style is related to the actions through which individuals seek, organize, understand, process, and evaluate information (Hayes and Allinson, 1998:853). Cognitive style also reflects the type of thinking, remembering, and problem solving. Cassidy (2004:336) Rowe and Mason on the other hand depict cognitive style as the way in which individuals use information in relation to their cognitive capabilities, explicitly, their ability to process and interpret stimuli. Therefore, due to the complexity and variation in use, they propose the term *decision style* to mean the way a person uses information to formulate a decision. According to them decision style is cognitive process which includes one's personality in relation to one's needs, values, and self-concept. (Rowe and Mason 1987:372- 387)

There are also other forms of thinking, like I have a gut feeling; I know it in my heart, I feel it in my bones, etc. However, this research is preferably based on more practical definition of decision making than definitions based on thinking abilities. That is, it is the process of selecting the most reasonable and justifiable alternative from several choices, or ideas and taking action. Because, when people make decisions, they actually use their whole system, not just their thinking abilities. Thus, these and other notions of decision making and implementation processes are dealt in detail.

A school leaders' main job is to lead the school through effective decision making, and quite often they have to decide on what is to be done, who is to do it, when and where is to be done.

This is the point where the school administration has to make a choice from many alternatives available. In doing so, they are expected to be reasonable as well as rational. A principal should learn to delegate certain responsibilities. Individuals who participate and help formulating decisions will significantly contribute as they are empowered to become leaders themselves.

A principal may be able to utilize this resource to ensure success. This could only happen when smooth relationship and trust is developed among the school community. Increased trust leads to sharing more personal information within the school communities that will enhance regenerative interaction patterns and ultimately contribute to school improvement. Therefore, trust should be taken as decisive ingredient in leadership and significantly related to positive job outcomes, performance, satisfaction and organizational commitment.

2.2. Steps in Decision Making

The majority of decision making research ascribes to the belief that decision making is a process. Decision making is a series of steps, whereby one defines, creates, examines, and acts upon collected or gathered information. (Rowe, Boulgarides, and McGrath 1984:265)

They introduced a five stage process for decision making: 1) defining the problem, 2) finding and analyzing solutions, 3) implementing the decision, 4) achieving the results, and 5) managing the consequences. Phillips supports these ideas, but rearranged the order of the stages to the following: 1) identifying all existing alternatives, 2) valuing the alternatives according to preferences and potential outcomes, 3) assembling the information, 4) choosing between preferences and outcomes, and 5) selecting the most favorable alternative (Phillips 1997:45).

Other researchers believe that decision making is a more personal experience. They argue that decision making is based upon an individual's experience, experimentation, and research. Weiss claims decision making is a function of one's information, ideology, and personal interest (Weiss 1983:360).

Petrides and Guiney further explained that decision making is an influential process by which one's core values and beliefs are fundamental to the decision making process (Petrides & Guiney 2002:1702). These researchers along with others recognize decision making as a cognitive process.

In a typical decision making situation, as we move from step to step, we will probably find our self moving back and forth also. Decision making typically follows a six-step process: identify the problem or opportunity, gather relevant information, develop as many alternatives as possible, evaluate alternatives to decide on the best ,decide on and implement the best alternative and follow-up on the decision.

2.3. Models of Decision Making

According to Murphy and Beck (1995:345), there are three main models of Decision-Making at secondary school level: the administrative control model, the professional control model, and the community control model.

The administrative control model schools have administrative authority over the key decision areas of budget, personnel, and curriculum in order to enhance the efficient expenditure of resources for directing student services. The professional control model is one in which teachers are involved in school decision-making. The community control model is one in which parents and community members are given key roles in school governance so that the values and preferences of parents along with the community are reflected in school functioning.

The first two of these models are considered in this paper, because its aim is to study the decision making practice and implementation at the school level as parents and community members are not directly involved in daily decision-making.

Therefore, for the purpose of this study decision making models at the school could be conceptualized as the 'professional model' and the 'administrative model,' in which the models could be explained by the theory of tight and loose coupling. Loose and tight coupling often appear together in current literature and are used in a relative sense.

Numerous researchers (Willower, 1982:90; Herriot and Firestone, 1984:50) have indicated that schools are better understood as a mixture of loose and tight coupling, although referring to different relationships in different situations. Sergiovanni in his study found that excellent schools are both tightly and loosely coupled based on analysis of the literature surrounding school effectiveness (Sergiovanni, 1984:12).

2.3.1. Theory of tight coupling

Tight coupling comes as a result of schedules, rules, procedures, hierarchy, authority, superior-subordinate relationships, power hierarchies, rewards, and sanctions and the likes. This is similar to the delineation of the characteristics of bureaucracy by Max Weber in (Robbins, 1990:34). Tight coupling operates in schools, through formalization and relying on rules and procedures to direct the behaviour of teachers and pupils. It is a measure of standardization. Sergiovanni (1984:8):

...Tight coupling is the hierarchical and organizational structure built to facilitate and enhance the achievement of school goals. They refer to the formal, prescribed, and enduring frameworks, which include the roles, rules, regulations, procedures, and authority relationship, that rigidly control the behaviour of organizational members.

A highly formalized school operates with standardized guidelines and regulations. Written rules, procedures, instructions, and communications control both teachers and pupils. Tight coupling in schools is taken to be an indicator of school bureaucratic control. Bureaucratic control implies a vertical line of command from the superior of the school, through the hierarchical structure, to the subordinates, with the purpose of fulfilling the rules and regulations of the organization. Sergiovanni (1984:8)

The degree to which school decision-making is centralized varies both between and within different school systems. Some researches suggest that it is an administrative control model. This is a bureaucratic model in which the schools are still operating in a traditional bureaucratic culture.(Chan, M .T., Ching, Y.C.and Cheng, Y.C. 1997:230; Cheng and Chan, 2000:206) Bureaucratic control is the system of tight coupling used to coordinate activities between the top and bottom of an organization (Daft, 1992:132).

2.3.2. Theory of loose coupling

Loose coupling describes the autonomy of teachers to employ discretion in performing their work in the light of individual educational judgment. The professional competence of teachers is recognized by the school that is reflected in a relationship of interdependence between the teachers and the school. Through the mechanism of loose coupling, teachers are disconnected from the authority structure of the school to exercise individual discretion. However, they may simultaneously be more coupled to the organizational goals through professional commitment and performance. Loose coupling in schools is taken to be an indicator of the professional autonomy of teachers.

Professional autonomy in an organization refers to the degree to which the teachers use a professional organization as a major reference. It is strongly correlated to the values of teachers over teaching, learning, self-regulation, dedication to the field of education, and autonomy. Involving all teachers in decision-making is not a compulsory requirement of shared decision-making.

However, it is recognized that education could be improved if teachers and parents are empowered to contribute to decisions that have a direct impact on individual schools (White, 1988:5).

Henderson in his article "A perfect match for bottom-up reform" suggested that better decisions could be achieved if control over decisions is placed as close as possible to the implementation of those decisions. (Henderson, 1990:39). The logic of this argument suggests a model of decision-making in which power and authority are linked to areas of professional expertise and specialization in the organization. This model suggests that schools are loosely coupled organizations in which principals and other senior staff cannot have a direct influence on the work of teachers.

Because of the nature of the organization, teachers cannot look to senior staff to make decisions and must develop individual professional skills along with autonomy to effectively work. A research by Slegers and Wesselingh (1995:201) suggests the existence of a relationship between professional orientation of teachers and the involvement in school policy-making. Dimmock and Walker also reported that teachers and principals felt professionally empowered in school-based management and were motivated to improve the management of schools. (Dimmock and Walker, 1998:76)

2.4. Approaches to Decision Making

Effective school leaders should be able to make good decisions in a timely and well-considered way, help to lead a team to spectacular and well-deserved success. A critical factor that decision theorists sometimes neglect to emphasize is that in spite of the way the process is presented on paper, decision making is a nonlinear recursive process. Most decisions are made by moving back and forth between the choice of criteria (the characteristics we want our choice to meet) and the identification of alternatives (the possibilities we can choose from). Thus, the alternatives available may influence the criteria we apply to them, and similarly the criteria we establish may influence the alternatives we will consider.

There are two major approaches to decision making in an organization, the authoritarian method in which an executive figure makes a decision for the group and the group method in which the group decides. However, a number of approaches could be listed but, the followings approaches are most commonly encountered in school leadership.

2.4.1. Authoritarian Decision

The designated decision maker makes all the decisions without consulting group members. The manager makes the decision based on the knowledge he can gather or the most popular concept she/he had, and do not worry about acceptance, because she/he has so much power over the followers that overt rejection of the decision is not likely to occur.(Hughes 2006:364)

This approach of decision making has the disadvantages in that followers do not openly object decisions, thus these leaders mistakenly assume that the decisions have been fully accepted and will be fully implemented (Hughes 2006:364). Therefore, such managers must explain the decision to the group and gain acceptance of it taking relatively a longer time than the time they took to make the decision. However, it is advantageous in that it takes minimal time to make a decision and posses assertiveness on the decision made. Therefore, this approach may be advisable in simple and routine administrative decisions when little time is available to make the decision (G.R.Terry and S.G. Franklin, 2003:112).

2.4.2. Expert Decision

Select the expert from groups than letting the expert to consider the issues and make decisions. This is useful when one person in the team has overwhelming expertise. Selection of the expert may be unclear because there is no group interaction, and team members may have different opinions about who the expert is and it may become a popularity or power issue. Therefore, this approach is highly dependent on specific expertise and a clear choice for the expert.

2.4.3. Consultative decision

The leader separately asks each team member's opinion and averages the results to make the decision. This approach is very advantageous to cancel out extreme opinions, errors and ideas of group members were consulted. It is useful when it is difficult to get the team together and make urgent decisions.

However, group interaction is very low, team members are not truly involved in the decision, opinions of the least and most knowledgeable members may cancel each other, commitment to decision may not be strong, unresolved conflict may exist or escalate and damage future team effectiveness. It is advisable to use this approach when time available for the decision is limited and team participation is required, but lengthy interaction is undesirable.

2.4.4. Decision by minority

A minority of the team, two or more members who constitute less than 50% of the team, make the team's decision. This method is often used by executive or temporary committees. It is useful for a large number of decisions and limited time. But, this approach can be railroading, may not have full team commitment to decision, and creates an air of competition among team members and results in moderately less commitment from team to the decision.

2.4.5. Group Decision

The group shares ideas and analyses, and agrees upon a decision to implement. Studies show that the group often has values, feelings, and reactions quite different from those the manager supposes. This approach does not need time for explaining decision and gaining acceptance. From an efficiency standpoint, group decision making is better because, it has been shown many times that people prefer to implement the ideas they themselves think of.

People will work harder and more energetically to implement their own idea than they would to implement an idea imposed on them by others. There are two types of group decision making sessions.

One is free discussion, in which the problem is simply put on the table for the group to talk about. The other kind of group decision making is developmental discussion or structured discussion. Here the problem is broken down into steps, smaller parts with specific goals. Developmental discussion insures systematic coverage of a topic and insures that all members of the group are talking about the same aspect of the problem at the same time.

2.4.6. Decision by Majority

The majority of the staff members participate in the making of the final decision. The advantage is that everyone knows the rules and there is a way to make sure there is an orderly process. But it is not manageable because some subgroup may use for its own benefit and prevent discussion of important issue.

The other majority decision is voting, this is the most commonly used method but not the best method. Discuss the decision until 51% or more of the team members agree on a decision. But it is not responsive to minority opinion in the group, which can later undermine decisions that have been made.

Team members are viewed as the “the winners and the losers”; reduces the quality of decision, minority opinion will not be discussed or valued, which results in unresolved and unaddressed conflict and full group interaction may not be obtained. Such approach is more useful when there is insufficient time to make decision by consensus and the complete team-member commitment is unnecessary for implementing decision.

2.4.7. Decision through Consensus

This approach is useful when time available allows consensus to be reached; the team is sufficiently skilled to reach a consensus; the team commitment required to implement the decision is high. It takes well-practiced communication skills by all team members.

Pure Consensus is responsive to minority opinion and leads to the strongest support for the decisions made. Its disadvantages: takes a long time; one person can block the decision. On the other hand Modified Consensus is decided by the group in its initial meeting, are in agreement. This is usually the majority reach on pure consensus, but reduces the chances of blocking. Small percentages of people are unhappy with the decision.

This is the method often used in public policy facilitated settings. Collective decision arrived at through an effective and fair communication process. The advantage of this approach is that it is the most effective method of team decision making, where all team members express their thoughts and “feel understood”. However, it takes more time than other methods, takes psychological energy and skill. It can be negative if individual members are not committed to the process.

2.4.8 Participatory Decision

Numerous studies support that participation usually results in better and quality of work. (G.R.Terry and S.G. Franklin, 2003:112)Decisions are made by authority after group discussion. The team creates idea and has discussions, but the designated leader makes the final decision. The designated leader calls a meeting, presents the issue, listens to discussion from the team, and announces the decision.

In this approach, team suggests more than one methods and listening to the team increases the accuracy of the decision. However, the team is not part of decision, members compete for the leader’s attention, team members may tell leader “what she/he wants to hear” which results in less commitment from the team to implement decision. The school, like all formal organizations, has basically a decision making structure. Teachers' participation in decision making is vital and should be encouraged so that decisions result from a shared decision making process.

Teachers should be given the trust and confidence to participate in decision making for they are entrusted with guiding, educating and motivating students to excel. Therefore, after going through all the advantages and disadvantages of the stated decision making approaches the study take a position that school level decision-making should be participatory or shared decision making.

2.5 Shared Decision Making

“Tell me and I'll forget, show me and I may remember, involve me and I'll Understand.”

(Old Chinese proverb)

Shared decision making is a strategy associated with school-based management reforms promoted in the 1980s and 90s. Advocates of teacher empowerment and school restructuring urged principals to delegate leadership responsibilities, develop collaborative decision making processes, and share authority. Although the focus of reform has shifted from management processes to accountability for student learning outcomes in the last decade, the expectation that principals will involve others in decision making is still strong and often mandated.

The purpose of SDM is to improve school effectiveness and student learning by increasing staff commitment and ensuring that schools are more responsive to the needs of their students and community (John Lange 1993:102-105). "Student success and achievement must be kept in the forefront of our thinking as the reason to implement site-based, shared decision making," says Lange. Using SDM as a means to shift accountability or abolish a "top-heavy central office staff". Everyone who helps in making decisions must be held accountable for the results. As (Conley 1991:225) reported;

....there is less agreement in the literature about what principals and teachers participation. One end of the continuum defines participation as teachers' collaboration with their peers to address instructional problems and other issues at the classroom level. At the other end of the continuum teachers are involved in decision making related to managerial concerns and policy.

Some benefits of participation cited in the literature include higher quality decisions (because different perspectives are considered), increased job satisfaction and morale, a heightened sense of empowerment, “ownership” of school goals, and improved student performance resulting from better coordination of the work of individual teachers. The time it takes to make group decisions is one downside of participation. Other problems involve group dynamics that can negatively impact the quality of decisions. Examples of these dynamics may include “group thinking” and polarization.

2.5.1. Scope of participation in Shared Decision-Making

According to Hoy and Miskel, the nature of the relationships between teachers and administrators and the quality of leadership correlate highly with teacher’s satisfaction. Greater participation in decision-making, especially concerning instructional methods, yields enhanced teacher job satisfaction. Moreover, the lack of opportunities to participate in decision-making is the greatest source of teacher dissatisfaction. (Hoy and Miskel, 1996:326-327)

Subordinates accept some decisions without question because they are indifferent to them. According to Barnard (1938) in Hoy and Miskel, there is a ‘zone of indifference’ in each individual within which orders are accepted without conscious questioning of their authority. Subordinate involvement related to these zones based on expertise and personal stake are shown in Figure 1 below.

Do Subordinates Have a Personal Stake?			
Yes	NO		
Outside Zone of Acceptance (Probably Include)	Marginal with Expertise (Occasionally Include)	Yes	Do subordinates Have Expertise?
Marginal with Relevance (Occasionally Include)	Inside Zone of Acceptance (Definitely Exclude)	No	

Source: (Hoy and Miskel 1996: 289)

Figure 1: Zone of Acceptance and Involvement in school decision-making

Although group participation in decision making is often beneficial, it is not always practical, nor is it reasonable in some situations. Hoy and Miskel developed a situational model to help administrators decide when to make decisions by themselves and when it is best to involve others in the process. Again Simon (1947) in Hoy and Miskel refers to this with the more positive term, 'zone of acceptance'. The problem for administrators is to determine decisions falling inside and outside the zone. (Hoy and Miskel, 1996: 345).

2.5.2. Delegation in Shared Decision Making

Delegating decision making authority to assistants and other staff is common management practice. Since delegation is a form of shared responsibility, leaders must still ensure that issues of participation are appropriately addressed. Effective delegation requires that principals make sure assistants know what is expected and desired, have access to information they will need, and have the technical knowledge and interpersonal skills to accomplish the task. Thus, delegation is both a way to increase efficiency (when tasks are relatively straightforward and procedures are known) and a method for personnel development (when situations are more ambiguous).

Shared Decision-Making requires time and effort to develop appropriate solutions and, consequently, cannot be viewed as the single decision-making model. Models will vary according to individual building needs and according to the type of decision/s being made. Shared Decision-Making does not mean that every decision is made by a school committee. The principal's role is that of facilitator of good decision-making.

2.5.3. Principal's role in Shared Decision Making

SDM does not replace the principal as a decision-maker on all issues. Instead, the principal becomes "part of a team of decision makers" and will likely make decisions on issues outside the scope of the SDM group or committees. The principal plays a critical role in establishing and maintaining SDM. David Stine describes the principal's new role as an organizer, adviser, and consensus builder, who takes advantage of the group's thinking.

David calls principals who utilize SDM "internal consultants" who provide the staff with current research and advice. Others emphasize the facilitative aspects, such as finding space and time for staff to meet, helping groups work effectively together, and minimizing distractions and obstacles for SDM participants.

The principal helps a school become ready for SDM by promoting a noncompetitive, trusting climate, creating opportunities for staff to express ideas, and placing a priority on professional development. Effective schools have effective leaders. In a system of Shared Decision-Making, the principal shall establish and maintain an organizational system that allows teachers, students and parents to participate effectively in a shared decision-making process. Principals initiate and monitor a school improvement plan. All Shared Decision-Making is expected to involve school leaders: parents, students, teachers, support staff, administrators, and as appropriate, community members.

2.5.4 Teachers' participation in Shared Decision Making

In the earlier stages of the introduction of school-based management in the USA and UK, the participation of teachers in decision-making was adopted to provide more influence on schools and increase administrative efficiency. In the 1980s and 1990s, the focus on teacher participation in decision-making changed.

It aimed at reforming educational practices by creating conditions in schools that facilitated improvement, innovation, and continuous professional growth. Most of the restructuring literature favoured shared decision-making. Teacher involvement in school decision-making facilitated better decisions. Management practices for promoting shared decision-making were preferred because; those closest to students know best how to improve schools and are in the best position to implement decisions.

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Sergiovanni, 1992:345). The participation of teachers in decision-making was viewed as a change initiative focusing on an alternative strategy for school management (Conley and Bacharach, 1990:539; Goldman, 1992:15). Researchers (Mohrman, Cooke and Mohrman, 1978:16; Schneider, 1984:26) have described the participation of teachers in school decision-making as bi-dimensional, consisting of a *technical core* of activities related to classroom instruction and a *managerial core* of activities that are school wide in focus.

The technical domain consisting decisions are related to instructional task execution. On the other hand, the managerial domain consisting decisions are related to managerial support functions. (Mohrman, et al. 1978:18) found strong inter-relationship among items measuring decision participation in each hypothesized domain and differential relationship of the two domains to attitudinal work outcomes. In their study, they examined patterns of actual and desired levels of participation and decision deprivation in each domain of decisional areas.

Their results indicated that the actual participation was greater in the technical domain than in the managerial domain. Teachers wanted greater involvement in technical issues rather than managerial issues. This finding was supported in later study (Duke, Shower, and Imber 1980:99). Schneider (1984:27) also found that teachers reported lower levels of actual involvement and high levels of desired involvement in managerial issues. In the study by Schneider (1984:28), the conditions of equilibrium and saturation were not found to exist and deprivation (desired involvement exceeding actual involvement) was reported across all decision issues. Furthermore, Schneider (1984:31) found that teachers reported higher levels of deprivation in managerial than in technical decision issues.

Conley (1991:260) reviewed various perspectives regarding teacher's involvement within decision domains. He noted that technical and managerial decision domains are related with conceptually distinct constructs so that each implied a different orientation of teacher involvement in decision-making.

2.5.5. Effects of Teacher Participation

Research in the area of organizational management seems to support the existence of positive effects on both workers and organizational effectiveness of involving employees in decisions affecting their work. For example, the classic study by Coch and French (1948) in Alutto and Belasco (1973: 31-32) reported that they have found dramatic improvements in absenteeism, turnover, efficiency, productivity, and the number of grievances. In addition, many of the studies on Participatory Decision Making (PDM) tested appear to support the existence of outcomes such as increased job satisfaction and improved performance. (Alutto and Belasco, 1973:35; A. M. Mohrman et al., 1978:17)

2.6 Teacher's participation in decision-making in Ethiopia

The researcher tried to gather information from previous researches, of Asefa Abahumna (1995) "Teachers Participation in Decision Making in the Technical and Vocational Schools of Ethiopia" as well as the Markos Mekuria (1997) "Teachers participation in the Administration of senior secondary schools of SNNPR." and categorized their finding as three levels of decision participation: the individual level, the group level, and the school level.

The individual level includes issues closely related to the performance of individual teachers within classrooms such as the choice of teaching materials, teaching schedules, and student assessment. The group level included issues relating to the functioning of groups such as subject panels and co-curricular activity groups. The school level included issues at the whole school level such as school goals, budget, admission policy, personnel management, and development planning.

Although these studies proposed a multidimensional model which covers instructional, pedagogical, and managerial domains, it was not examined by rigorous statistical modeling. These studies found that Ethiopian teachers are most willing to participate in technical decisions and least willing to participate in general administrative ones. However, Conley (1991:261) claimed that the expectations and desires of teachers varied substantially among teachers and across decision domains. The study also explores the relationship between specific management practices and the degree and form taken by the participation of teachers in decision-making.

The variables of teachers' participation in decision-making for this study were borrowed from Mohrman et al. (1978:18) that categorizes decision in school as technical or managerial domains. The technical domain of Mohrman is conceptualized as pedagogical issues related to the professional tasks of the school. On the other hand, the managerial domain included decisions regarding the managerial functions of the school. The two decision domains represent the overall dimensions of participation in decision-making practice and implementation in government secondary schools of this study.

The perceptions of teachers of school management practices are linked with the form and extent of teachers' participation in decision-making. In the final analysis, based on these empirical researches, the study notes that, teachers' involvement in secondary schools decision making enhances the commitment to decisions and increases the motivation to implement the decisions made.

2.7 Factors that Affecting Decision Making

A good decision is a logical one based on the available information and reflecting the preferences of the decision maker. The important concept to grasp here is that the quality of a decision is not related to its outcome: a good decision can have either a good or a bad outcome.

Similarly, a bad decision (one not based on adequate information or not reflecting the decision maker's preferences) can still have a good outcome. In judging the quality of a decision, in addition to the concerns of logic, use of information and alternatives, other considerations come into play: First, the decision must meet the stated objectives most thoroughly and completely that is how well the alternative chosen meets the goals identified. Secondly, the decision must meet the stated objectives most efficiently, with the concern over cost, energy, side effects. These considerations might be affected by different factors therefore the following are worthwhile to be assessed whenever the decision maker perform any type of decision.

2.7.1 Decision Environment

Every decision is made within a decision environment, which is defined as the collection of information, alternatives, values, and preferences *available at the time of the decision*. An ideal decision environment would include all possible information, all of it accurate, and every possible alternative. However, both information and alternatives are constrained because the time and effort to gain information or identify alternatives are limited.

The time constraint simply means that a decision must be made by a certain time. The effort constraint reflects the limits of manpower, money, and priorities. Since decisions must be made within this constrained environment. It has been said that *the major challenge of decision making is uncertainty*, and its major goal is to make quality decision by reducing uncertainty. Information and alternatives continue to grow as time passes, so to have access to the most information and to the best alternatives, do not make the decision too soon for the following three benefits:

1. Decision environment will be larger, to provide more information and time for more thoughtful and extended analysis.
2. New alternatives might be recognized or created.
3. The decision maker's preferences might change. With further thought, wisdom and maturity preferences could be changed.

2.7.2 Quantity of information

Many decision makers have a tendency to seek more information than required to make a good decision. When too much information is sought and obtained, one or more of several problems can arise. *Delay in the decision*, because of the time required to obtain and process this information. This delay could impair the effectiveness of the decision or solution. In addition, if so much information is available decision-making ability actually declines because the information in its entirety can no longer be managed or assessed appropriately.

2.7.3 Acceptance

Acceptance is a critical factor because it occasionally conflicts with quality criterion for standard decision. In such cases, the best thing to do may be to choose a lesser quality solution that has greater acceptance. Thus, the inferior method may produce greater results if the inferior one has greater support. One of the most important considerations in decision making, then, is the people factor. Therefore, it is always advisable to consider a decision in light of the implementing people. Only decisions that are implemented, and implemented with thoroughness (and preferably enthusiasm) will work the way they are intended to.

2.7.4 Decision Streams

A common misconception about decision making is that decisions are made in isolation from each other: gather information, explore alternatives, and make a choice, without regard to anything that has gone before. The fact is decisions are made in a context of other decisions. The typical metaphor used to explain this is that of a stream. There is a stream of decisions surrounding a given decision, many decisions made earlier have led up to this decision and made it both possible and limited.

2.7.5 Leaders' competence

The ability to take timely, clear and firm decisions is an essential quality of leadership, but the type of decision needed, varies according to the circumstances. A true leader approaches the decisions confidently, being aware of consequences and fully in command of the entire decision-making process. Pareto's rule of "Vital Few and Trivial many" may help in setting up of the priorities. Giving every factor affecting a decision in equal weight makes sense only if every factor is equally important. The Pareto rule concentrates on the significant 20 percent and the less important 80 percent.

2.7.6 Experience

There seems to be no greater teacher than experience. Experience is not the number of years one spent on a given job, but access to research-analysis and experimentation. Reliance on the past mistakes prevails on most school leaders and managers. It is strongly believed that if a manager or a school leader carefully analyzes his/her experience and thinks in an unbiased manner, the cause for success or failure together with experience becomes the basis for decision analysis.

2.7.7 Research and Analysis

Experiments are one way of testing a method. It is probably the most expensive one. One should be encouraged to do experiments and try the various alternatives to see which alternative is the best, because there is no guarantee of repetition of the results. When a major decision has to be taken, research and analysis is the most effective technique.

2.8. Factors that Affecting Implementation

Implementation is a key player of any innovative program. A study of it may reveal, why a new program succeeds or fails. Fullan has defined implementation as "the process of putting into practice an idea, program or set of activities which is new to the people attempting to bring about the change (Fullan 1982: 216).

Louis and Siber, on the other hand suggest that, implementation is generally easier when the decision made addresses the real needs. (Louis and Siber, 1979:34) The wider the participation of the diverse groups in needs assessment is maintained, the lower the probability that any series needs will be overlooked. According to them, implementation conceives three elements that may affect implementers' ability and willingness to implement policy: Implementer's cognition (comprehension and understanding) of the policy; the direction of Implementer's response towards the decision (acceptance, neutrality, or rejection) and the intensity of that response.

Therefore, School decisions started in national terms along with policy statement; should be modified in such away to address the school needs. In the mean time, win acceptance and understanding of implementers and ensure effective implementation. Implementation may be affected by the following factors.

2.8.1. Decision Clarity

Clarity of decisions will help implementers to understand what the decision is about, why it was decided in a given way, what is expected to be done, when it is going to be implemented, how it will be implemented. Clear goals and objectives are decisive factors in the progress of change, with out them efforts and resources will be wasted when one tries to figure out the meaning of the decision. Yet, the literature on change suggests that this factor is often overlooked.(Miles, 1978:87)Fullan and Pomfret (1977:369) as cited by (Fullan 1982: 254) give the following proposition on the subject of clarity.

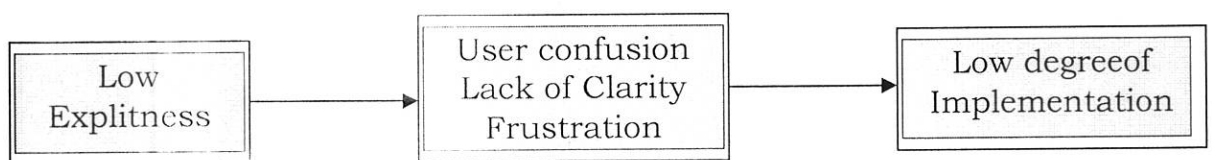


Figure 2 Effect of clarity on decision implementation

There are however, problems associated with a prior explicitness may have the following problems. First: prior specification usually minimizes or limits the role of the implementers, second: it is almost impossible to specify in advance the exact behavioral requirement. Therefore, there may be a problem either with being too explicit or with not being specific enough. In this regard, Peter Drucker argued that “the more concisely and clearly the boundary conditions of decisions are stated the greater the likelihood that the decision indeed be, easy to implement, effective and will accomplish what is set out to do” (Drucker, 2001:109)

2.8.2 Participation

Berman and McLaughlin as cited by Fullan, 1982:68) suggest:

Teacher’s participation in decisions concerning operations and modifications was strongly correlated with effective implementation and continuation. Teachers, who are closest to the problems and progress of any project activities, are in the best position to suggest remedies for the perceived deficiencies.

Therefore, the effect of participation can be conceptualized for the purpose of the study as follows:

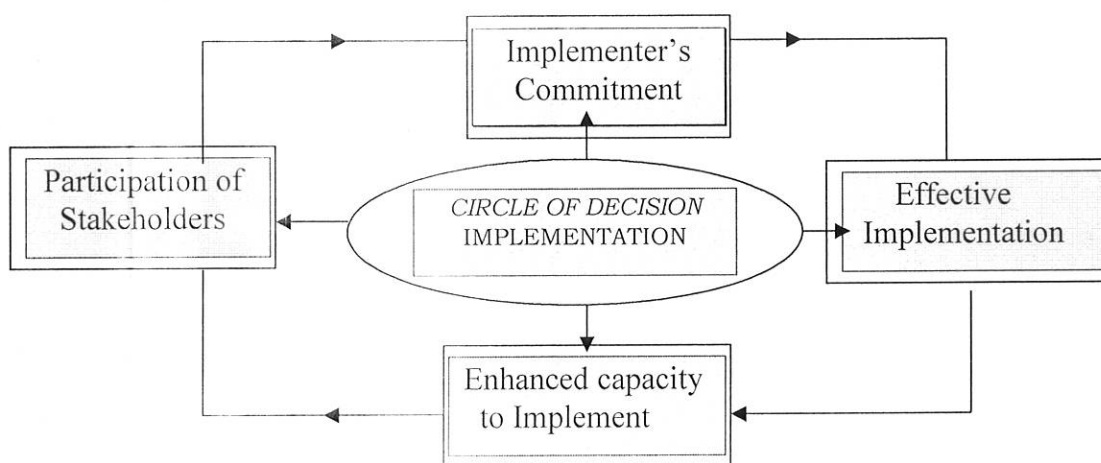


Figure 3: Participation in relation to commitment and capacity to implement (Developed by the researcher)

This is an essential part of the process of implementation. A high level of participation in implementation of any decision would undoubtedly, expand awareness level of the implementers.

2.8.3. The role of the Principal

The principal plays, a key leadership role in introducing planned change. There is no doubt that the major educational reforms resulted from leadership and the success of implementation mainly depends on the interest, commitment, involvement, and support of leaders.

Leithwood and Montgomery (1982:234) studied effective and typical principal's behavior in a detailed review of literature. In the conclusion to their article, the authors identified several behavioral factors possessed by effective principals: they are clear about the priority of their goals; they "work closely and regularly with teachers to identify classroom instructional priorities and means of their achievement" ; they establish cooperative interpersonal relationships as a means of influencing the achievements of their goals; they encourage real not " symbolic participation in decision-making with in well-established structures and guide lines", and they provide planning time for teachers, monitor classroom progress and all they are " assertive ,achievement oriented" in their leadership.

2. 8.4. Teacher –Teacher Relationship

Research literature provides direct conformation that the quality of working relationships among teachers is strongly related to implementation (Rossenblum and Louis, 1979; Miles et al, 1978as cited by Fullan, 1982:72)

In addition, many of the studies on Participatory Decision Making (PDM) tested appear to support the existence of outcomes of PDM such as increased job satisfaction and improved relationships, better performance, etc. (Alutto and Belasco, 1972, 1973; A. M. Mohrman et al., 1978)

2.9 Sex, Age, and Experience in decision making Practice

Despite the fact that society is progressing towards social and labor equality between men and women, it is necessary to continue to examine from a psychological perspective whether there are sex differences in the importance that people allocate to factors that determine the decision process. Till now, the results of research are somewhat ambiguous because, some significant differences identified, most of them are minimal. (Hatala and Case, 2000:342).

It seems that women are more affected by the environment; they look for more information, and dedicate more time to the decision process (Gill, Stockard, Johnson, & Williams, 1987:121). Men, on the contrary, are more dominant, assertive, objective, and realistic (Wood, 1990:34). However; these differences have been interpreted as the result of the incidence of sex-related social norms and stereotypes that are transmitted in the form of values, traditions, and behavioral expectations.

Together with some other educational factors, these probably foment and maintain some of the differences associated with certain aspects of decisions. Therefore, although the findings have been somewhat limited, it is relevant to continue to investigate these differences and determine how they are formed.

Regarding age, many studies within the naturalistic approach have been carried out with adults and, to a lesser extent, with youths and retired persons. Therefore, it would be interesting to analyze these three age groups conjointly. As with sex, researchers debate, without much conviction, about whether there are differences in the quality of the processes used by youths, adults, and retired persons. Some authors believe there are differences (Dror, Katona, and Mungur, 1998:68) and others disagree (Chen & Sun, 2003:234).

Despite this, the variable age should be taken into account, especially when attempting to investigate from a naturalistic perspective, because this focus is specifically based on subjects' experience and competence, which are normally

acquired with age. Spaniol and Bayen observe that judgments are more tranquil in retired people, probably because of their difficulties with the working memory (Spaniol and Bayen 2005:29).

2.10 Summary theoretical Frame work

Decision making, in this research, is defined as the process of selection of a course of action from the available alternatives. School leader's main job is to lead the school through effective decision making and quite often they have to decide on what is to be done, who is to do it, when and where it is to be done.

This definition of decision making is highly related to a cognitive style. Cognitive style is an individual action to seek, organize, understand, and evaluate information. Individual's cognitive complexity or ability to use or process information varies among individuals. This difference can be noticed in the process of making sound decisions based on the same information. This implies people have bounded rationality or limited cognitive complexity; therefore they can be seen seeking help while they are making of decisions.

The study believes that school problems or decisions have to be shared among stakeholders in the sector. In this regard, the school, like all formal organizations, has basically a decision making structure. All school leaders, who are close to the teaching/learning process, should be given the trust and confidence to participate in school decision making for they are entrusted with guiding, educating and motivating students to excel. School decision making, for the purpose of this study, could be conceptualized as the 'professional model' and the 'administrative model,' in which the models could be explained by the theory of tight and loose coupling. Therefore, the research measures the current practice of decision making based on the concept of management practices of schools to include bureaucratic control and professional autonomy of the organization.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter the research design and methodology are discussed briefly. The background of the research setting, research method, sources of data, sampling techniques, sample size, data gathering tools, as well as methods of data analysis.

3.1. Background of the Research Setting

The Addis Ababa Education Bureau has been established as an organization to promote the overall education system in the city. Addis Ababa is one of the two city administrations under the Federal Democratic Government of Ethiopia. The city is organized into 10 sub-cities, which are composed of 99 Kebeles as, the lowest administrative level. The proportion of male and female population is almost the same with 50.1 percent males and 49.9 percent females (CSA, 2004:26).

Addis Ababa as the seat of government every policy statement general objectives and strategies are designed and most centrally positioned. Thus, the research is based in Addis Ababa with the assumption of the city's proximity to policy makers (MOE) and seat of government. In addition, it creates convenience for the researcher to collect data from a wide array of respondents, with minimal cost and time. This happens to be an excellent measure to collect manageable data, and as a result increase the validity of findings.

With all these advantages the city possesses, it is important to note that any negative finding may implies that regions are experiencing the problem in larger/or magnified extent. In addition, the data sources of this study were thoughtfully selected and analyzed quantitatively using statistical tools and supported by qualitative generalizations of interviews of school principals and document review in the issues of decision making and implementation.

3.2 Sources of Data

The sources of data for this research were sample principals, unit leaders, department heads, and teachers of the sample schools in each sub city. These four groups of respondents were selected because their day-to-day activities are related to the objectives under study. Primary and secondary sources of data were used for this study. The primary sources of data were obtained from school principals and assistant principals, unit leaders, department heads and teachers of sample schools.

Secondary sources of data were journals, books, research papers, websites (internet sources), manuals, and documents used to develop the relevant review of the related literature. In addition, statistical educational abstracts of Addis Ababa city administration education bureau were consulted.

3.3 Sample Population and Sampling Techniques

According to the Addis Ababa City Administration Education Bureau statistical abstract report, there are 3,118 teachers in the 42 government secondary schools of Addis Ababa city Administration, as the focus area of the study. In the city administration there are 32 general secondary schools and 10 preparatory secondary schools. There is only one preparatory secondary school in each sub-city except kolfe keranyo, where there is none, and two preparatory secondary schools in Gullele sub city.

It would be impractical and unmanageable to include all these schools and teachers in the study; rather come up with a representative sample. The city administration has already stratified the total population with 10 sub cities and the schools into general secondary and preparatory secondary schools.

Therefore, to begin with the researcher assumed the governmental stratification of sub cities is homogeneous in population, infrastructure-development, to guarantee sample representation of the total population is reasonable.

To make the size of school population manageable and reduce the variations among schools, from each sub city, one general secondary school was selected randomly which makes 10 general secondary school samples (31.3% of total population of the general secondary schools in the city administration). There are 10 preparatory secondary schools in the city. To represent this population 3 preparatory secondary schools (30%) were selected randomly. Therefore, 13 (10 general and 3 preparatory secondary) schools were selected for the study by using stratified and simple random sampling techniques.

Out of the randomly selected secondary schools 13 Principals or Assistant Principals were included purposively and 26 Unit-Leaders, 52 Department Heads and 163 Teachers selected randomly, which makes a total of 254-respondents. The sample population was selected on the bases of four reasons in line with the selected survey methodology. First, every individual in the population to have been potentially selected; second, results were to be generalized to the population of interest, third, the sample size estimated accurately and cost effectively, and finally, the sampling method made to be flexible for some unanticipated purpose, to minimize or possibly avoid sampling errors.

The numbers of secondary schools teachers are not uniform in all sub cities. Therefore, to give fair chance to all teachers in the sample schools, the following technique was used. If the total number of schools is N , the determined sample size is n , and n/N gives proportionality constant number. So for 13 schools and a sample size of 42, the proportionality constant is $13/42 = 0.3095$. The proportionality number is multiplied by the number of teachers in each school to determine the number of teachers from that school to be included in the study. Based on this result respective teachers were drawn by using simple random sampling techniques to be included in the study. The distribution of schools and teacher's sample size in each sub city is shown in the appendix 2.

Every effort was made to include a cross section of schools based on geographical location, preparatory and general secondary schools, and size of the school. Previous research suggests that sample size of (30 percent) represents population of the study in many instances. (Best and Kahn; 2005:18). Thus, the study includes 30.95 % (254) of the total population of 783 teachers (542 General secondary and 241 preparatory secondary schoolteachers).

Sub cities included in each group were assumed to have similar characteristics with respect to number of schools, experience of teachers, and availability of infrastructures. Therefore, 13 principals/assistant principals (one from each school), 26 unit leaders (2 from each school), 52 department heads (4 from each school) and 163 teachers (110 from general secondary and 53 preparatory). In total 254 respondents were included in the study. (For details refer appendix 2)

3.4 Data Gathering Instruments and Procedures

Multiple data collection methods were employed in order to amend some inadequacies in individual methods. This method is supported by different researchers, since it increases the credibility of the research findings. Accordingly, one set of questionnaires for the four groups of respondents with closed-ended and two open-ended questions to serve the objectives of the study. To support the evidence found from the questionnaire, principals are interviewed and documents comprised minutes of management committees, Parent-Teacher Association (PTA) Committees, and discipline committees reviewed.

The interview questions were also prepared to ask how decision making and implementation process could become effective and about how the schools are practicing the decision making process. The questionnaire was constructed in English, because school leaders at the secondary school level were expected to be bachelor degree holders who pursued their degree in English.

The questionnaire was prepared carefully by adaptation of earlier research questionnaires (Asefa Abahumna (1995) and Markos Mekuria (1997), M.A.thesis in Educational Administration). Adaptation was done to remove inapplicable items for the present study; on the other hand adaptation of a pre-tested questionnaire makes the present study more reliable and valid.

The first draft questionnaire was prepared in four parts: Part I, General background of the respondents; Part II, Main body of the questionnaire, which consists of 60 decision statements categorized into 9 groups. The views of the respondents were measured by a 5-scale Likert- type attitude items; Part III, listing of the 9 decision categories in the order of importance by the respondents; and Part IV, two open ended questions, which were used to gather respondents supportive views about the study. The questionnaire was constructed based on the translated study objectives, and the basic question to be treated through out the study. The decision statements were arranged to be less wording, and contextual, with careful choice of response categories.

In order to select items which best suited the purpose of the study, the final rearranged copy of the questionnaire was given to three judges for evaluation. Two of the judges were lecturers, one from the department of Educational Planning and management, one from department of Psychology and the third one is a graduate student from the department of Educational Planning and Management in Addis Ababa University. The judges were given the statement of the problems, basic research questions and the purpose of the study along with the draft questionnaire, which enable them to determine whether or not the questions specified as final were really relevant to the objectives of the study. This was done by the list of 10 questions which were to be rated according to the following scale: Highly relevant (3), relevant (2), some what relevant (1) and irrelevant (0).The judges were also given a free space to fill any comment that they feel important regarding the items, the instruments , contextual meanings, choice of response categories etc.

Based on their response items with value of judges ranging from 1.75 to 3 were directly accepted to be used, because the result is assumed to be more than the expected mean. Three decision statements which were singled out irrelevant by the judges were omitted, 10 decision statements that are responded as some what relevant were managed to be rearranged into 3 new decision statement. The nine categories of decision were reduced to eight because decision about trainings, in accordance with the comments by the judges, can be part of decision about personnel affairs.

Reliability of judge's ratings was computed by using reliability coefficient, and found to be 0.84 which shows their judgment was reliable. The ratings and comments made by the judges reduced the total number of decision items from 60 to 50 and further review of the related literature. Terms that were found to be ambiguous left out and those terms which were found to be too general refined for the final use.

Then, the relevance of test items had been ensured by the judges the pilot testing was carried out in two government secondary schools (Menelik II and Bole preparatory secondary schools.) The main purpose of the pilot testing was to check the usability of the instruments and the planned procedure of data collection.

After the collection of the questionnaire from the pilot study each decision category in the questionnaire was examined item by item to detect ambiguous and unclear statements, which can affect the respondent's genuine responses. The questions were edited thoroughly and Part IV, which was open to collect supportive suggestions about the study, was changed to collect views about the merits and demerits of participation in school decision making. The direction given to each part was translated into Amharic for fast understanding of the objectives of the questions, because the questionnaire was prepared as double faceted.

In addition to this, to check the internal consistency of the attitude scale the data obtained was fed into SPSS-15 and reliability coefficient was calculated using Cronbach's coefficient of alpha (Reliability Statistics) and the result found to be (0.936), implies that the instrument is reliable. Finally, after correcting errors and conceptual difficulties, the final form of the questionnaire was prepared with the confidence in its ability to evaluate the current practice of decision making and implementation.

3.5. Methods of Data Analysis

The design and methodology of a research is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. (C.R.Kothari 2007:31). The main objective of the study, as mentioned in the introductory chapter, was to study the current educational decision making practice and implementation in secondary schools.

Hence, to serve this purpose descriptive survey method was selected as appropriate, because this method helps to assess the current status of the decision making practices. The relevance of this method to such purpose has been noted by (Cohen and Manion 1997, p.83; C.R.Kothari 2007, p.37-39) as the descriptive survey method enables us to determine the frequency with which something occurs or its association with other variables. Thus, descriptive survey method was selected as relevant method to obtain pertinent and precise information concerning the current status of the phenomenon and helps with the conclusion from the analysis of information.

Descriptive survey method helps to reveal the current practices of decision-making and implementations quantitatively in a wider magnitude from a relatively large sample size. However, this method may be influenced by the method of data collection, non response, questionnaire imperfection, processing errors etc. Having this in mind the researcher pay due attention to the above mentioned factors in order to minimize or avoid errors.

In this regard, the concept to be measured was clearly specified, operationalized and represented by decision statements, which indicates and measures, the factual practices of decision making process. Data collected was systematically coded, tabulated and organized for analysis. Data gathered through the two open-ended questions of the questionnaires and interview was categorized by themes based on the research questions and ideas used in theme format.

The organized and coded data were stored in an editable Excel spreadsheet, was imported to SPSS-15.0, and analyzed using descriptive statistics: frequency counts, percentages and mean scores, and chi-square to test goodness of fit, t-test, paired t-test, One way ANOVA and Scheffe' test to determine significant difference between group of respondents and Spearman rank correlation coefficient was used to determine the relationship among the views of the respondents regarding the importance attached to decision categories.

These techniques were selected based on the nature of data collected and the basic research questions. Frequency counts and percentages were used to determine the extent of aspects and mean scores of the alternative levels to justify the aggregate level of participation. The chi-square analysis and the t-test were used to determine the significance differences of the level of participation of frequency count and mean scores respectively.

The mean comparison for sex, qualification, field of specialization, positions, were determined using One way ANOVA(F-test) followed by Sheff's method of the weighted mean scores when a significance difference is obtained with F - test. The weighted mean ranks after being arranged with newly assigned ranks were correlated using Spearman rank correlation coefficient. Qualitative data obtained from the two open-ended questions of the questionnaires, interviews and review of documents were analyzed qualitatively by describing or narrating the ideas provided by the respondents based on their themes.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the description, analysis and interpretation of data based on the basic questions posed in chapter one, both qualitatively and quantitatively.

A total of 254 copies of the questionnaire were distributed to Government General Secondary and Preparatory school principals, unit leaders, department heads and teacher respondents, who were randomly selected from the sample schools. 241 copies (96.4%) of questionnaire were returned properly filled in to be used for the analysis. Therefore, analysis was made based on the data obtained from these 241 respondents. In addition, the questionnaire was substantiated by structured interview made to all sample principals of the schools and the review of school's documents.

In the course of presentation, analysis and interpretation of data, the steps followed were: First, present the data gathered and examine whether there is a significant difference or not between the variables. Second, specify the direction of difference between the variables. Third, cross check the results with the literature review. Forth, attempt to hypothesize inconsistent results with the literature using findings of interview and document review.

4.1. Respondents Characteristics

The characteristics of respondents are shown in two tables. The first, table below, gives a clear picture about the sex, age, categories of respondents with respect to the level of qualification, experience and field of specialization. The second table describes the school category in which the respondents were taken.

Table 1: Characteristics of respondents by sex, age, qualification, field of specialization and experience.

Variables	Frequency of responses									
	Principal		Unit Leader		Dep't Head		Teacher		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sex										
male	11	84.6	22	84.6	41	78.8	115	76.7	189	78.4
female	2	15.4	4	15.4	11	21.2	35	23.3	52	21.6
Age										
20-25	1	7.7	9	34.6	15	28.8	74	49.3	99	41.1
26-30	5	38.5	8	30.8	20	38.5	44	29.4	77	32.0
31-35	2	15.4	6	23.1	7	13.5	10	6.66	25	10.4
36-40	1	7.7	2	7.7	2	3.85	5	3.33	10	4.1
>40	4	30.7	1	3.85	8	15.4	17	11.33	30	12.4
Qualification										
Diploma	0	0	0	0	0	0	1	.67	1	0.40
Bachelor	11	84.6	26	100	47	90.4	144	96	228	94.6
Masters	2	15.4	0	0	5	9.6	5	3.33	12	5.00
Specialization										
Educ.adm.	1	7.7	0	0	0	0	0	0	1	0.40
Pedagogy	1	7.7	0	0	0	0	0	0	1	0.40
Natural science.	4	30.7	13	50	22	42.3	77	51.33	116	48.1
Social science.	6	46.2	6	23.1	12	23.1	44	29.3	68	28.2
Others	1	7.7	7	26.9	18	34.6	29	19.3	55	22.8
Tot. Exp.										
<2	2	15.4	5	19.3	12	23.1	43	28.67	62	25.7
2-3	1	7.6	7	26.8	6	11.5	31	20.67	45	18.7
4-6	2	15.4	1	3.85	11	21.1	33	22	47	19.5
7-10	3	23.1	7	26.9	8	15.4	19	12.66	37	15.4
11-20	2	15.4	5	19.3	12	23.1	10	6.67	29	12.0
>20	3	23.1	1	3.85	3	5.8	14	9.33	21	8.70
Total	13	5.39	26	10.79	52	21.6	150	62.2	241	100.0

As table 1 shows, the majority of the respondents, 78.4% are males and the remaining 21.6% females. The female teacher's participation is far less compared to that of male, which can be justified, from various literatures and data. Addis Ababa city Administration Education Bureau statistical abstract (2000 E.C) in this respect shows female teacher's comprise 17.4% of the total population of secondary school teachers.

The largest section of the respondents 41.1% was within the age group of 20 to 25 and the smallest 4.1 %was between the age group of 36 to 40. The majority of respondents to this study (83.5%) were with in the age group of between 25 and 35, and only 16.5% of them were above the age of 36.

Therefore, it might be concluded that there is almost similar understanding among the respondents. In the view of Spaniol and Bayen judgments are calmer in older people, probably because of their difficulties with the working memory (Spaniol and Bayen 2005, p.29)

It can also be seen in table 1 above, that only 7.7 % of the principals are qualified with a master's degree in the field of school administration. This might explain positive effects on the superior-subordinate relationship and administrative participation. As per the policy of MOE, secondary schools should be staffed with first degree holders, (Ayalew Shibeshi, 1991:114) there seems to be high compliance with the government policy since almost all (99.6%) of the respondents held first degree or above and a very insignificant number (0.4%) of the respondent were found to be under qualified. To have 48.1% of the respondents from Natural Science field seems some what biased but it was not, because the teaching load (or weekly period allotments) and the variety of field of study is larger than the other fields.

With regard to experience, 63.9 % of the respondents have an experience of 6 years and below. Thus, it can safely be concluded that many of the respondents are new to their position. In support of this fact, interview made with all school principals of the sample schools revealed that there is a high turnover and a great deal of transfer. The other 36.1% of the respondents have an experience of 7-years and above. Therefore, it would be possible to generalize that more years of experience contribute more to the understanding of various issues and problems related to participation in the decision making process. The research revealed that 15.4% of principal respondents are with less than two years of experience. In addition, it can be seen from Table 1 that 92.3 % of the principals assigned to the sampled secondary schools were from the fields other than Educational Administration. In support of this fact, the researcher witnessed the transfer of one principal in this category to a similar position in another TVET college.

Thus, their assignment to a principal position tends to reflect the assumption, that any one who could understand what is presented in administrative guide book can lead the school. If that is the case the concern of the principals would be merely to observe rules and regulations are being implemented as it was presented in the guide book. If so, the cultivation of the ability to inquire, and create new ideas and improve the school environment will be in vain. Therefore, the appointment criterion for the secondary school principals needs further investigation.

Table 2: Respondents by School Category

School category	Frequency of responses									
	Principal		Unit Leader		Dep't Head		Teacher		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
General secondary	10	76.9	20	76.9	40	76.9	103	68.7	173	71.8
Preparatory	3	23.1	6	23.1	12	23.1	47	31.3	68	28.2
Total	13	5.39	26	10.79	52	21.6	150	62.2	241	100.0

Table 2 shows the number and percentages of respondents taken from the two groups of schools, namely general secondary and preparatory secondary. In this regard 71.8% of the respondents are from the general secondary schools and the remaining 28.2% from preparatory secondary schools. This stratification was done first: to ensure fair representation of sample population and second to investigate if there is any significant difference between the two categories of secondary schools in their involvement in decision making and implementation.

4.2. Respondents' views on practice of decision making and implementation

This part of the analysis was based on Part II of the questionnaire. The respondents were asked to express their views about the current decision making practice and implementation. Respondents put check marks in the space provided to show their level of agreement with five point attitude scale of very low to very high.

The five scale level of agreement regrouped into three levels of low, moderate and high level of participation based on the total sum scores of each decision categories with the assumption that participation less than 40% as low, between 40% and 75% as moderate and 75% and more to be considered as high participation. This assumption is also found important because views could easily be generalized and comprehend.

Then, the respondents' views grouped with the percents to show the level of involvement in decision making and implementation of the respective decision categories (For details refer appendix 3). Appendix 3 shows most school leaders involvement in decision making and implementation can be generalized as moderate in all the overall decision categories. There is relatively better involvement in the issues of curriculum m and instruction. Principals have shown moderate or high level of involvement in decision making and implementation of all decision categories except budget, school building and research and development.

Table-3: Respondents' views regarding general school governance.

Participation Level	Frequency of responses			x ²		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	51 (21.2%)	107 (44.4%)	83 (34.4%)	19.65	5.99	.000 (*)
Decision implementation	20 (8.3%)	96 (39.8%)	125 (51.9%)	73.20	5.99	.000 (*)

(*) significant at the .05 level.

Table 3 shows that 21.2 % of the respondents have low participation level and 34.4% of the respondents highly participate in the decision making of the school governance. The computed $x^2=19.65$ is greater than the critical value $x^2 =5.99$ at $\alpha = 0.05$ level of confidence. Therefore, there is a significant difference between the respondents' perceptions concerning the level of participation in the decision of school governance. The table also indicates that the level of participation in school governance of 44.4% of the respondents seems to be moderately participating.

However, the level of participation in this category seems to be normal among the respondents. The existing participation level in the implementation of decisions on general school governance is clearly seen in Table 3; the majority (51.9 %) of the respondents indicates that they have high participation, while 8.3% of the responses reported that they have low level of participation in the decision implementation.

The computed chi- square value $\chi^2 = 73.20$ shows that the level of participation in decision implementation is significant since its value is greater than the critical value of $\chi^2 = 5.99$. This finding implies that general school governance is basic issue to the smooth functioning of the school. Table 4 shows, the greater part (53.9%) of the respondents believes that their level of participation with reference to budget and income generating activities can be categorized as low. And only 10.4% of the respondents claim that they have high participation in the making of decisions on school budget preparation.

Table-4: Respondents' views about budget preparation.

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	130 (53.9%)	86 (35.7%)	25 (10.4%)	69.22	5.99	.000 (*)
Decision implementation	99 (41.1%)	99 (41.1%)	43 (17.8%)	26.03	5.99	.000 (*)

(*) significant at the .05 level

The computed value of chi square $\chi^2 = 69.22$ shows that there is a significant difference among the respondents' perceptions regarding the level of participation on budgetary issues. The result shows that there is very little opportunity for the respondents to participate on budgetary decisions. This finding gives a certain clue that some authorities are ordering unplanned activities through budget, which might create a mismatch between what is planned and what is exactly performed in the school academic year.

Such mismatch may results in teacher's low commitment for budget implementation. As shown in table 4, 41.1% the respondents clearly indicated that their participation in decision implementation on the issues of budget is moderate or low. This result is probably meant that the majority of the respondents have low participation on decision implementation of budgetary issues. This response is supported by the calculated value of chi-square, $\chi^2 = 26.03$ which is greater than the critical value of $\chi^2 = 5.99$ and clearly shows that there is a significant difference between the existing participation levels.

Table 5: Respondents' views regarding curriculum and instruction.

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	39 (16.2%)	121 (50.2 %)	81 (33.6%)	41.86	5.99	.000 (*)
Decision implementation	33 (13.7%)	109 (45.2%)	99 (41.1 %)	42.46	5.99	.000 (*)

(*) significant at the .05 level.

As depicted in Table 5, the level of participation of respondents on the issues of curriculum and instruction is relatively moderate since 50.2 % of the respondents claim that they have moderate participation on the issues of curriculum and instruction. Though, their participation level is considered relatively moderate it can be seen from the computed $\chi^2 = 41.86$, greater than the critical value of $\chi^2 = 5.99$ showing that there is a significant difference among the views of the respondents on the issues of curriculum and instruction.

On the other hand, Table 5 shows 45.2% of the respondents indicate that they have moderate participation. 13.7% of the respondents assume that they have low level of participation in the implementation of decisions on the issues of curriculum and instruction.

The calculated value of $\chi^2=42.46$ is much greater than the critical value of $\chi^2=5.99$, showing that there is a significant difference between the current levels of participation on the decision implementation which shows that school leaders have relatively high levels of participation on the issues of curriculum and instruction. It also implies that respondents give due attention for curriculum and instruction as the basic incense of the teaching/learning process. The decision on the issues of curriculum and instruction seems to practice loose coupling model because, teachers have the expertise as well as personal stake. Therefore, professional teachers are more coupled with their goals in achieving objectives of curriculum.

This finding is also supported by previous researches that, the greater level of participation in decision-making, especially concerning curriculum and instructional methods yields enhanced teacher's commitment and job satisfaction. Moreover, the lack of opportunities to participate in decision-making is the greatest source of teacher dissatisfaction (Hoy and Miskel 1996, p.32).

Table 6: Respondents' views regarding personnel affairs.

Participation Level	Frequency of responses			χ^2		p-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	69 (28.6%)	116 (48.1%)	56 (23.2 %)	24.81	5.99	.000 (*)
Decision implementation	56 (23.2 %)	121 (50.2 %)	64 (26.6 %)	31.28	5.99	.000 (*)

(*) significant at the .05 level.

Table 6, shows 48.1% of the responses are moderate level of participation on the issues of decisions on personnel affairs. Conversely 23.2% of the respondents indicated that they have high participation on the issues of personnel affairs. In line with this statement, the computed value of $\chi^2=24.81$ is higher than the critical value of $\chi^2= 5.99$, showing that there is

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a significant difference among the responses. The findings indicate that there is low participation of school leaders on the decision of personnel affairs.

According to the findings shown in Table 6 above, 50.2 % of the respondents indicated that the level of participation in the implementation of issues of personnel affairs is moderate. In addition, it is found that 23.2 % of the respondents claim to participate at low level in the decision implementation of personnel affairs. The calculated value of chi-square $\chi^2 = 31.28$, greater than the critical value of $\chi^2 = 5.99$, shows that there is a significant difference among the levels of participation in the implementation of decisions on personnel affairs. This finding indicates the existence of a certain degree of positive relationship among the staff members.

Table 7: Respondents' views regarding monitoring and evaluation.

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	43 (17.8 %)	121 (50.2 %)	77 (32.0 %)	38.08	5.99	.000 (*)
Decision implementation	27 (11.2 %)	112 (46.5 %)	102 (42.3 %)	53.73	5.99	.000 (*)

(*) significant at the .05 level.

As Table 7, 50.2 % of the participants of the study indicate that they have moderate participation on the issues of monitoring and evaluation. On the other hand, 17.8 % of the respondents claim to have low participation in decision-making. Conversely, the calculated chi-square value $\chi^2 = 38.08$ is very high compared to the critical value of $\chi^2 = 5.99$. This implies that there is a significance difference among the levels of participation on current decisions making on the issues of monitoring and evaluation. This finding shows that there is relatively fair participation of the respondents on the issues of monitoring and evaluation. Table 7 shows that 46.5 % of the respondents indicated that they have moderate level of participation in decision implementation on monitoring and evaluation.

11.2% of the respondents assume that their participation in monitoring and evaluation is low where as 61.8% of the respondents categorized as high participants of monitoring evaluation. In support of this fact, the calculated value of chi square is $\chi^2=53.73$, which is greater than the critical value of $\chi^2=5.99$, showing that there is a significant difference between the current level of participation on the issues of monitoring and evaluation and the low level of participation of the respondents. Due to this fact it is safe to conclude that there is a relatively larger participation of respondents on the issues of implementing monitoring and evaluation decisions.

This may imply, there is a sign of documentation of best experience, evaluation of school performance and examination, establishing promotion policies for the students. However, the researcher could not reach to such documented experiences during document review, though it is usual to keep at least student's records.

Table 8, shows that 80.5% of the respondents claim that they have moderate or low participation in the issues of school building of which, 44% strongly indicated that they have low or almost no participation on this decision category. The computed $\chi^2=22.76$, for the current practice on the decision making of school building is larger than the critical value=5.99. This implies that there is a significant difference among the views of the respondents on the current practice of decisions on school building.

Table 8: Respondents' views regarding school building

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	106 (44.0 %)	88 (36.5 %)	47 (19.5 %)	22.76	5.99	.000 (*)
Decision implementation	102 (42.3 %)	77 (32.0 %)	62 (25.7 %)	10.17	5.99	.006 (*)

(*) significant at the .05 level.

In addition, Table 8 shows that 42.3 % of the respondents participate at low level in decision implementation on the issues of school building. The calculated value chi-square $\chi^2 = 10.17$ is larger than the critical value of $\chi^2 = 5.99$, showing that there is a significant difference in the views of current participation on the issues of school building. Therefore, it is possible to conclude that there is low participation on the decision of school building. This might be because, Schools were built long before the teachers were assigned and all these schools have new school building.

Table 9: Respondents' views regarding student's affairs.

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	65 (27.0 %)	85 (35.3 %)	91 (37.8 %)	4.61	5.99	.100 (N.S)
Decision implementation	46 (19.1%)	89 (36.9 %)	106 (44.0 %)	23.81	5.99	.000 (*)

(*) significant at the .05 level.

Table 9 shows that 73.1% of the respondents indicate that their participation is moderate or high, out of which 37.8 % of the respondents confirmed that their participation in student's affairs is high. While the remaining 27 % claim that they have low participation on the issues of student's affair. In line with this fact, the calculated value of chi square on the issue is $\chi^2 = 4.61$ which is less than the critical value of $\chi^2 = 5.99$, showing that there is no significant difference among the views of respondents level of participation, with regard to the current practice of decision making on the issues of student affairs.

This finding agrees with the document review where most of the schools under study employ a procedural system to involve all school leaders in the issues of student affairs. Further more this statement was supported by the school principals during interview. As shown in table 9, 80.9% of the respondents participate at the level of moderate or high on the issues of student's affairs.

Among which, 44% of the respondents indicated that they have a relatively larger participation in the decision implementation of student's affairs. The calculated value of $\chi^2=23.81$ is larger than the critical value of $\chi^2=5.99$, indicating that there is statistically significant difference in the current levels of participation among the respondents view on this issue.

Therefore, it might be safe to conclude that there are significant numbers of school leaders, who participate in decision implementation of student affairs issues. In line with this fact in all the sample schools there is a good level of school leader's participation in dealing with the issues of students with in the school compound. This kind of concern about student affairs should be given due respect, because it is very important for the inculcation of disciplined citizens.

Table 10: Respondents' views regarding research and development.

Participation Level	Frequency of responses			χ^2		p-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	83 (34.4 %)	106 (44.0 %)	52 (21.6 %)	18.28	5.99	.000 (*)
Decision implementation	87 (36.1%)	101 (41.9 %)	53 (22.0 %)	15.17	5.99	.001 (*)

(*) significant at the .05 level.

As it is shown in Table 10, 44% of the respondents show moderate participation on the decision made on research and development while 21.6% depicted that they have relatively high participation in the issues of research and development. The calculated value of chi- square $\chi^2=18.28$, is higher than the critical value indicates that there is a significant difference in the current decision making practice on the issues of research and development.

This finding negates the review of documents that some schools employ the scheme where group of teachers are working as a team on action researches. It can be seen in Table 10 that 41.9 % of the respondents depicted their participation level in the issues of implementation of decisions on research and developments to be moderate.

On the other hand, 36.1% of the respondents described in their response that the participation level of school leaders on the issues of research and development is low. In support of this fact, the calculated chi-square value of $\chi^2=15.17$ was found to be larger than the critical value of $\chi^2=5.99$, showing that there is a significant difference among the views in the current participation in the issues of research and development. Therefore, it could be generalized that the present participation of school leaders on the issues of implementation of decision research and development is relatively low.

This finding implies that there is low motive in creating new ideas through research and development rather; teachers are more engaged in transferring an organized knowledge, which is given to them in the form of books. As it is shown in Table 11, 82.2 % of the respondents fall under the moderate or high level of participation in the overall decision-making process, out of which 17.8% of the participants strongly indicated that their level of participation is very low.

Table 11: Respondents' views regarding all decisions categories.

Participation Level	Frequency of responses			χ^2		P-value
	Low	Moderate	High	Calc.	Critical	
Decision-making process	43 (17.8%)	141 (58.5 %)	57 (23.7 %)	69.94	5.99	.000 (*)
Decision implementation	28 (11.6 %)	135 (56.0 %)	78 (32.4 %)	71.36	5.99	.000 (*)

(*) significant at the .05 level

The calculated value of $\chi^2 =69.94$ is larger than the critical value of $\chi^2=5.99$, indicating that there is significant difference among the current level of participation in the decision making practice in the sample schools. This finding show that generally the level of decision making is moderate, though 17.8% of the respondents argue that the participation level is low which, is supported by the earlier research that says, schools leaders are exclude from the making of decision on the issues for which they have direct responsibility, as well as authority.

On the other hand Table 11 also indicates 56 % of the respondents indicated that their level of participation is moderate or high on the overall implementation of decision categories, and 11.6 % the respondents claim that they have low level of participation in the implementation of all issues in the decision categories.

The calculated value of $\chi^2=71.36$ is less than the critical value of $\chi^2=5.99$, showing that there is a significant difference between the current participation levels in decision implementation in overall issues of the decision categories. Therefore, it can be concluded that there is relatively higher level of participation in the decision implementation by school leaders on over all issues of decision made than the practice of decision making at the school.

4.3. Comparison of views on decision making and implementation

The second and the third purpose of this study are to examine the statistical significance between the current level of involvement in decision making and implementation. To answer this question a paired t- test was employed. As can be seen in Table 12, the calculated values of $t=-6.73$ (General school governance), $t=-4.82$ (budget preparation), $t=-3.91$ (curriculum and instruction), $t=-2.2$ (personnel affairs), $t=-3.72$ (monitoring and evaluation), and $t= -3.26$ (students affairs) are greater than the critical value of $t=1.64$, at 0.05 level of significance.

This implies that there is a significant difference between the involvement level in the decision making and implementation on these decision categories. The negative t-values indicate that participation in decision implementation is greater than the practice of decision making for the categories of decisions shown in the table 12.

Table 12: A paired t-test on decision making and implementation.

Decision categories under study	Current involvement level				Mean Diff.	t	p-value (2-tailed)
	Decision-making		Decision Implementation				
	Mean	Std.D	Mean	Std.D			
General sch. gov.	3.11	1.08	3.59	0.94	-0.49	-6.73	0.00(*)
Budget preparation	2.20	1.02	2.52	1.12	-0.31	-4.82	0.00(*)
Curriculum and inst.	3.16	0.97	3.39	1.00	-0.23	-3.91	0.00(*)
Personnel affairs	2.76	1.01	2.88	0.99	-0.12	-2.20	0.03(*)
Monitoring and eva'n	3.10	1.03	3.32	0.98	-0.22	-3.72	0.00(*)
School building	2.48	1.20	2.64	1.24	-0.16	-2.26	0.02(*)
Student affairs	3.01	1.19	3.25	1.10	-0.24	-3.26	0.00(*)
Research and dev't	2.80	1.17	2.81	1.17	-0.01	-0.15	0.88(N.S.)

(*) significant at the .05 level
t-critical=1.64

The large differences in the mean participation level are observed in general school governance, budget preparation, and monitoring and evaluation. The calculated values of $t = -0.15$ (for research and development) is much less than the critical value $t = 1.64$ showing that there is no significant difference between the decision-making and implementation on the issues of research and development. It is also clear that a large mean difference is observed in the table above on school governance.

This finding shows that most the decisions in this category are made by authorities other than decision implementers. This generalization could also be applied for the decision on budget preparation.

Table 13, shows the weighted mean scores of the current participation in the decision making and decision implementation, on the overall eight decision categories. This table summarizes the findings of Table 12, in order to see the overall practice of decision making and decision implementation.

As indicated in Table 13, the school leaders have greater involvement in the decision implementation than in the making of decision, since the mean value of involvement in the implementation ($x = 3.08$) is greater than the mean value of involvement in decision making ($x = 2.84$). In addition, the computed value of $t = -4.69$, is less than the critical value $t = -1.64$. This indicates that there is a significant difference between involvement level in the decision making and involvement in decision implementation.

Table 13: A paired t-test on the overall level of involvement in decision-making and implementation.

Decision -making		Decision Implementation		Mean Diff.	t	P-value (2-tailed)
Mean	Std. Dev.	Mean	Std. Dev.			
2.84	.84	3.08	.80	-.16	-4.69	.000(*)

(*) significant at the .05 level
t-critical=1.64

Therefore, it is safe to conclude that the participation in the decision implementation is higher than decision making. This finding is in conformity with previous research, because most decisions are made by administrative bodies elsewhere and brought to the school for its implementation.

Table 14: Mean responses by position decision making in overall decision categories.

Respondent's category	N	Mean	Std. Deviation
Principal	13	3.80	.58
Unit leader	26	3.36	.67
Department head	52	2.88	.78
Teacher	150	2.66	.81
Total	241	2.84	.84

As is shown in Table 14, there can be a variation in the views of respondents about decision making and implementation. Assuming the acceptable level of participation to be above average, it can be seen that teachers have below average participation. ($X = 2.66$ is less than the grand mean $X = 2.84$).

Department heads ($X=2.88$) show slightly greater than the grand mean ($X=2.84$), implying that their involvement is higher in decision making and implementation than teachers. On the other hand Principals and Unit leaders have shown relatively better involvement, compared to teachers and department heads.

This finding reflects the existence of traditional bureaucratic culture, where the administrative bodies decide most decisions on school leadership. Therefore, based on this fact it is safe to generalize secondary schools are practicing tight coupling, where standardized guide-lines, regulations, written rules and communications prevailing vertical line of commands.

Most school teachers feel school leaders do not want to listen to teachers' concerns. In addition, most teachers believe that when leaders seek them out, it is to get them on board, rather than to understand their concerns. Most school board members say they rely on board meetings to understand school views, but admit that people with specific agendas dominate the meetings.

The discrepancy of perception on the decision making practice and implementation may be related to school leader's motivation to involve or their position in the school hierarchy. Besides it seems that there is room for teachers to participate in the school leadership, as can be seen in the findings of interview and document review. However, this finding seems biased and is not supported by earlier findings.

Table 15: ANOVA summary for the mean comparison of responses by position on the current decision making practices.

	Sum of Squares	df	Mean Square	F	P-value
Position	24.07	3	8.02	13.08	.000(*)
Residual	145.39	237	.61		
Total	169.46	240			

(*) significant at the .05 level
F Critical =2.60 $p<0.05$.

The differences in the mean scores do not show the statistical differences. Thus, further analysis was done using F-test followed by Sheffe' multivariate comparison to check whether the difference is statistically significant or not. As shown on Table 15, there is a significant difference among the positions. Because, $F(3,237) = 13.08$, $p < 0.05$ is larger than the critical value $F(3,237) = 2.60$, $p < 0.05$. However, the table does not show the difference between the groups on each decision category. Therefore, further analysis is made using Sheffe' multivariate comparison.

Appendix 6 shows results of mean comparison, that teachers and department heads have no statistically significant difference on all decision categories. With regard to teachers and unit leaders there is a significant difference in views on general governance, personnel affairs, monitoring and evaluation, and there is no statistically significant difference on budget, curriculum and instruction school building, students affairs and research development.

In the case of unit leader and department heads, there is a significant difference in views on general school governance and monitoring and evaluation, and no statically significant difference on the other decision categories. With respect to teachers and principals, their views are statistically significant in all decision categories except in the decision on curriculum and instruction, and research and development. It is also clearly shown that principals and department heads have a statistically significant difference in views on the decision categories of budget, monitoring and evaluation and school building, where as principals and unit leaders have a statistically significant views difference only in budget preparation.

Therefore, it might be safe to conclude that the decision on budget preparation is centralized around principals, and all respondents have shown that there is almost similar concern on the issues of decisions on curriculum and instruction and research and development. The greatest disparity in all the decision categories is observed between principals and teachers, while the greatest similarity in views is observed between teachers and department heads as well as principals and unit leaders.

Table 16: Mean of responses by position in decision implementation of overall decision categories.

Respondent's category	N	Mean	Std.Deviation
Principal	13	3.70	.66
Unit leader	26	3.13	.66
Department head	52	3.22	.74
Teacher	150	2.97	.83
Total	241	3.08	.80

Table 16 shows, the comparison of means on the current involvement in the overall decision categories are listed. It can be seen that teachers have below average involvement with a mean of 2.97 (grand mean is 3.08). Though the level of involvement in implementation is higher than the level of involvement in decision making, as shown in Table 16, the mean of 3.70 is a big clue that most decision implementations are centralized with the principals.

These findings may explain the existence of clear demarcation of duties and responsibilities that assumes teacher's job, only in the classroom. The other groups of respondents show relatively higher involvement in decision implementation; department heads have shown better participation in the decision implementation than teachers and unit leaders. Again to see the statistical difference among these different positions the researcher used multivariate comparison of means.

Table 17: ANOVA summary for the mean comparison of responses by position on decision implementation.

	Sum of Squares	df	Mean Square	F	P-value
Positions	8.03	3	2.68	4.34	.005(*)
Residual	146.11	237	.62		
Total	154.15	240			

(*) significant at the .05 level
F Critical = 2.60 $p < 0.05$.

Table 17 shows a summary of mean comparison of response by position and it shows that the calculated value of $F(3, 237) = 4.34$ $p < 0.05$ is greater than the critical value of $F(3, 237) = 2.60$, $p < 0.05$.

Therefore, it can be concluded that there is a significant difference in current decision implementation among the different positions. However, this conclusion is more general and does not tell where exactly the significance is to be found in terms of position and the decision categories. Thus, this question may be answered using Sheffe' post-hoc mean comparison method.

Appendix 7 shows the mean difference across the categories of respondents and it is clearly shown that there is a significant difference among the respondents on budget preparation between principals and teachers, principals and department head and principals and unit leaders. With regard to school governance and the overall decision categories the only significance difference seen is between teachers and principals, while the remaining mean differences, as can be read from the respondents' views about decision implementation of the respective decision categories table does not show any significant difference.

A negative mean difference appears between unit leaders and department heads on general school governance, budget preparation, curriculum and instruction, monitoring and evaluation, research and development and overall decision categories. This can be explained as the level of participation of unit leaders is lower than those of department heads on the above mentioned decision categories, though the difference is not statistically significant.

Unit leaders and teachers show a negative mean difference on the issues of curriculum and instruction and budget preparation. This gives a clue that the level of participation of unit leaders is lower than those of teachers. However, this finding contradicts with earlier finding that teachers have less participation on budgetary issues indicating the presence of other variables that need further investigation. Table 18, shows that the level of participation in overall decision making by female respondents is below the average because the mean is 2.75 for females and the grand mean is 2.84, where as the level of involvement of male respondents is above the average($x = 2.87$ for males). On the other hand, the table shows that the level of participation of females in decision implementation is higher than that of males.

Table 18: Mean of responses by sex on decision- making and implementation of overall decision categories.

sex	Dec. on overall decision categories			Imp. on overall decision categories	
	N	Mean	Std. Deviation	Mean	Std. Deviation
male	189	2.87	.85	3.06	.79
female	52	2.75	.82	3.17	.85
Total	241	2.84	.84	3.08	.80

This finding is supported by an earlier finding that women are more affected by the environment; they look for more information, and dedicate more time to the decision process (Gill, Stockard, Johnson, & Williams, 1987:121). The researchers believe this is a good quality in the decision making processes. Men, on the contrary, are more dominant, assertive, objective, and realistic (Wood, 1990:34).

However, both sex groups have shown above average participation in the implementation of decisions as compared to the grand mean. The mean differences between males and females in their behavior results show some difference, though it does not show whether it is significant or not. Therefore, the statistically significant test will be checked using one way ANOVA or F- test, as shown on Table 19.

Table 19: ANOVA Summary for the mean comparison of responses by sex

Decision categories	Source	Sum of Squares	Df	Mean Square	F	P-value
Overall Decision-making	Sex	.56	1	.56	.79	.37
	Residual	168.90	239	.71		
	Total	169.46	240			
Overall Implementation	Sex	.50	1	.50	.78	.38
	Residual	153.65	239	.64		
	Total	154.14	240			

Table 19, shows that, with respect to the level of participation on overall decision-making and decision implementation gender difference is not significant (For details refer appendix 4 and 5).

However, it can be generalized, that female respondents are eager to implement or execute a decision which was decided elsewhere, conversely, males show some reluctance in the decision implementation. Therefore, it might be safe to conclude that females are good performers and conscious of their duty.

Table 20, shows the mean and standard deviation of different experiences with their level of participation. The table shows the respondents with experience of less than two years have a greater level of involvement than the other age groups, both in decision making and decision implementation. This finding does not go with earlier research findings, which indicate that more experience gives confidence to participate in decision making indicating the presence of other variables that needs further investigation.

Table 20: Mean of responses by work experience

Experience	Dec. on overall decision categories			Imp. on overall decision categories	
	N	Mean	Std. Deviation	Mean	Std. Deviation
<2	62	2.94	.76	3.22	.79
2-3	45	2.79	.85	2.91	.75
4-6	47	2.81	.844	3.08	.82
7-10	37	2.82	.96	2.99	.81
11-20	29	2.86	.83	3.17	.79
>20	21	2.77	.92	3.06	.91
Total	241	2.84	.84	3.08	.80

The study reveals that the group with 11 to 20 years of experience performs better in the decision making and implementation processes, which agrees with earlier findings. On the other hand, teachers with an experience of greater than 20 years have shown below average level of participation in the decision making. Experiences level of 2-3 years and 7-10 years demonstrated below average level of participation in the decision making and implementation process.

Therefore, reminding that 23.1% of the principals have a level of experience less than or equal to 3-years, the researcher would like to suggest the disadvantage of having principals between 2-3 years of experience. Based on these facts it can be possible to assume that experience is a good indicator of level of participation.

Table21: ANOVA summary for the mean comparison of responses by experiences

Decision categories	Source	Sum of Squares	Df	Mean Square	F	P-value
Overall Decision-making	Experiences	.86	5	.17	.24	.94
	Residual	168.60	235	.72		
	Total	169.46	240			
Overall Implementation	Experiences	3.02	5	.60	.94	.46
	Residual	151.13	235	.64		
	Total	154.15	240			

Table 21 is intended to show if there is any significant difference in the views of respondents based on work experience. The summary of ANOVA table shows no significant difference. (For details refer appendix 4 and 5) Therefore, it is good to look into the level of participation in decision making and implementation of the decision.

Table 22: Mean of responses by qualification on the overall categories.

Qualification	Dec. on overall decision categories			Imp. on overall decision categories	
	N	Mean	Std.Dev.	Mean	Std. Dev.
Diploma	1	1.88	.	2.60	.
Bachelor	228	2.85	.82	3.07	.79
Masters	12	2.73	1.15	3.27	1.11
Total	241	2.84	.84	3.08	.80

Table 22, indicates about the relationship between qualifications of respondents and their participation level. It can be seen in the table that respondents holding diploma are found to be far below average in decision making and decision implementation. Surprisingly, respondents with masters degrees show below average participation in the decision making process.

The supporting information for this finding is that, as teachers get more qualified then there will be more chance for them to be employed in other professions and for reason that, subject area their masters degree compels them to change the profession seeking better salary and working environment. Therefore, teachers consider themselves external to the activities of the school, because they do not know when they are going to terminate their job.

The acceptable level of participation in decision making and implementation of decisions is performed by the bachelor degree holders. This might be expected, because the vast majority of the respondents are with bachelor degrees. Again, the participation of diploma holders and master degree holders is below average, and implies that level of educational qualification is not an accurate indicator of participation level.

Table 23: ANOVA summary of mean comparison of responses by qualification.

Decision categories	Source	Sum of Squares	Df	Mean Square	F	P-value
Overall Decision-making	Qualification	1.09	2	.55	.78	.46
	Residual	168.36	238	.71		
	Total	169.46	240			
Overall Implementation	Qualification	.65	2	.32	.50	.61
	Residual	153.49	238	.65		
	Total	154.15	240			

A mean comparison of response by qualification level was done using one way ANOVA (F- test). The results are shown in Table 23 and have shown any significant difference among the views of the respondents on the overall decision making and implementation. (For details refer appendix 4 and 5) Thus, tests of view comparisons cannot be done for the overall decision categories on the current decision making and decision implementation. Again, there is no significant difference by qualification since almost all the respondents are bachelor degree holders. Table 24 shows the mean responses on the current level of participation in decision making and decision implementation by respondents with different fields of specialization. It can be seen that the fields of pedagogy and educational administration have higher level of participation in decision making and implementation.

Table 24: Comparison of mean responses by field of specialization on the current decision-making and implementation practices.

Field of specialization	Dec. on overall decision categories			Imp. on overall decision cat.	
	N	Mean	Std. Dev.	Mean	Std. Dev.
Educational adm.	1	3.00	.	2.88	.
Pedagogy	1	3.88	.	4.06	.
Natural science	116	2.79	.84	3.09	.82
Social science	68	2.94	.79	3.00	.76
Others	55	2.82	.91	3.16	.82
Total	241	2.84	.84	3.08	.80

The participants with other fields of specialization, such as language, have lower participation in the decision making. The respondents with social science degrees have better levels of participation in decision making than those teachers with natural science degree holders, but the converse is true in decision implementation. The mean comparison of responses with a field of specialization in Table 25 shows no significance difference among the respondents by qualification (For details refer appendix 4 and 5).

Table 25: ANOVA summary of mean comparison of responses by Fields of Specialization.

Decision categories	Source	Sum of Squares	Df	Mean Square	F	P-value
Overall Decision-making	Field of specialization	2.05	4	.51	.72	.58
	Residual	167.41	236	.71		
	Total	169.46	240			
Overall Implementation	Field of specialization	1.748	4	.44	.67	.61
	Residual	152.39	236	.65		
	Total	154.15	240			

In the final analysis, respondents with a degree in pedagogy and educational administration are performing at relatively higher levels of participation. The majority of the respondents from the field of social science perform better level of participation in decision making as compared to the respondents from the field of natural sciences. Thus, it is safe to conclude that field of specialization could be an accurate indicator of a teacher's participation.

4.4. First and Second cycle school leaders' involvement in decision making and implementation

The fourth purpose of the study is to evaluate if there is any significant difference in the views of school leaders in the general (first cycle) and preparatory (second cycle) government secondary schools. To serve this purpose respondents are categorized accordingly and responses are compared.

Table 26: Mean responses of first and second cycle school leaders in the practice of decision making

Decision categories under study	Current participation level on Decision-making				Mean Diff.	t	P-value (2-tailed)
	General Sec.Sch. (1 st Cycle) (N=173)		Preparatory (2 nd Cycle) (N=68)				
	Mean	Std.D.	Mean	Std.D.			
General sch. gov.	3.14	1.07	3.02	1.12	0.12	0.76	0.45
Budget preparation	2.21	1.03	2.18	1.00	0.03	0.24	0.81
Curriculum and inst.	3.20	0.92	3.05	1.10	0.15	1.09	0.28
Personnel affairs	2.86	1.04	2.50	0.90	0.36	2.50	0.01*
Monitoring and eva'n	3.16	1.04	2.95	1.00	0.21	1.46	0.15
School building	2.55	1.18	2.29	1.22	0.26	1.53	0.13
Student affairs	3.10	1.17	2.79	1.23	0.31	1.84	0.07
Research and dev't	2.84	1.18	2.70	1.13	0.14	0.84	0.40
Over all decision-making	2.90	0.83	2.70	0.84	0.2	1.704	.090

* The mean difference is significant at the .05 level.

Table 26, shows that there is a significant difference in the issues of personnel affairs ($p > 0.05$), where as in the remaining decision categories shows no significant difference. It is also possible to generalize based on the above table that school leaders in first cycle secondary schools participate better than the second cycle school leaders in decision making. In addition, both groups showed relatively better participation in the issues of curriculum and instruction, and least on budgetary decisions.

Table 27: Mean responses of first and second cycle school leaders in decision implementation

Decision categories under study	Current participation level on Decision-implementation				Mean Diff.	t	P-value (2-tailed)
	General Sec.Sch. (1 st Cycle) (N=173)		Preparatory (2 nd Cycle) (N=68)				
	Mean	Std.D.	Mean	Std.D.			
General sch. gov.	3.63	0.91	3.51	1.01	0.12	0.84	0.40
Budget preparation	2.49	1.07	2.58	1.25	-0.09	-0.60	0.55
Curriculum and inst.	3.40	0.95	3.36	1.14	0.04	0.24	0.82
Personnel affairs	2.93	0.97	2.74	1.04	0.19	1.36	0.18
Monitoring and eva'n	3.39	0.95	3.14	1.05	0.25	1.81	0.07
School building	2.66	1.20	2.60	1.35	0.06	0.34	0.73
Student affairs	3.27	1.02	3.21	1.28	0.06	0.38	0.71
Research and dev't	2.85	1.17	2.70	1.17	0.15	0.88	0.38
Over all decision-Implementation	3.11	0.75	3.01	0.93	0.1	0.85	0.40

As shown in Table 27, there is no significant difference in the views of first and second cycle respondents on the current participation of decision implementation. The participation in the decision implementation is found to be high in general secondary schools than the preparatory secondary schools except in the budget preparation, where it is higher in the preparatory schools.

General School Governance, Curriculum and instruction, Monitoring and Evaluation, and Student's Affairs are found to be best practiced decision categories in the government secondary school. The researcher would like to suggest that school leaders need to motivate staff members to practice decision making and implementation on the other decision categories.

4.5. School leaders' views regarding the importance attached to decision categories

As the other intention of the study was to investigate the views of the secondary school leaders on the importance attached to the eight decision categories, the respondents were asked to rank the decision categories. The responses were grouped into the four categories. The scores given in individual groups are averaged and given a new rank order as shown in the Table 28 for the purpose of the comparison.

Table 28: Mean rankings by position on the importance of the decision categories

Decision categories under study	Principal		Unit Leader		Dep't Head		Teacher	
	Mean rank	New rank	Mean rank	New rank	Mean rank	New rank	Mean rank	New rank
General school governance	2.31	1	4.19	4	3.17	2	3.32	2
Budget preparation	3.31	2	3.96	2	4.68	5	4.35	3
Curriculum and instruction	3.46	3	4.08	3	2.45	1	2.87	1
Personnel affairs	6.15	7	4.75	6	5.19	7	5.15	6
Monitoring and evaluation	4.00	4	3.88	1	4.55	3	4.87	5
School building	6.85	8	5.27	8	5.06	6	5.28	7
Student affairs	4.69	6	4.73	5	4.66	4	4.37	4
Research and development	4.46	5	4.92	7	5.21	8	5.72	8

It is clear from the Table 28, that department heads and teachers give higher importance to curriculum and instruction (rank=1) than principals and unit leaders, who ranked it third place. Principals give priority to general school governance while unit leaders rank monitoring and evaluation first. Principals and unit leaders give a second preference to budget preparation. Thus, it is safe to generalize that instructional domain is ranked highest by teachers and department heads as compared to principals and unit leaders. Principals and unit leaders have shown less concern for the school building while teachers and department heads are less interested in research and development. In order to test the strength of the relation of ranks assigned to the decision categories by the respondents, Spearman rank correlation coefficient is used. The results are summarized in Table 29.

Table 29: Correlation between groups of respondents on the importance of decision categories.

	Principals	Unit leaders	Department heads	Teachers
Principals	-----	-----	-----	-----
Unit-leaders	+ .714	-----	-----	-----
Department-heads	+ .616	+ .667	-----	-----
Teachers	+ .738	+ .667	+ .881	-----

As can be seen in Table 20 there is relatively strong positive correlation between the views of teachers and department heads, as well as teachers and principals. However, there is a loose association between the views of unit leaders and department heads, as well as the views of principals and department heads. The researcher would like to comment that difference of respondents' opinions on the importance attached may be explained by their academic qualification, field of specialization or position in the school organizational hierarchy.

4.6. School leaders' views in the importance of participation in decision making and implementation.

The sixth purpose of this study is to investigate the views of the secondary school leaders on the merits and demerits of participation in the decision making and implementation process on the above listed decision categories. Therefore, to serve this purpose respondents were given two open ended question to write their comments on the advantages and disadvantages of participation in decision making and implementation.

Out of the 241 usable questionnaires, 11.6% of the two questions were left open by 3 Unit leaders (1.24%), 5 Department heads (2.1%), 20 teachers (8.33%). However, all principals commented on the two questions. Thus, comments given by the 213-respondents (88.4 %) assumed to represent the views of leaders of secondary schools of the study sample. The response for this part focuses mainly on respondent's judgment about the benefits of participation and problems of not participating in the decision making processes and implementation of the school. The responses on this part generalize this research in the following way.

4.6.1. Importance of participation in Decision- Making process.

All the respondents believe on the importance of participation in the decision making except three teachers, who commented that there is no difference, whether they participate or not, by arguing that most of the comments raised informally by these teachers are ignored by the administrating staff regardless of their importance.

Such, comments are found in the middle of the comments made by others too. This gives a clue that there are significant numbers of school principals and administrators, who show reluctance to the comments made by teachers. Besides, the importance of participation are believed to be better chance of changing of work environment with good governance, collective and transparent leadership, smooth communication, execution or implementation of plans and programs. In addition, jobs will be done with ownership, daily activities in the school will be positive, and develop a sense of accountability and feeling of responsibility.

There will be clear vision and confidence on the objectives of the school. Decision will not be forceful, and expert decisions (or concrete ideas) would be involved, Teachers will be involved in the problem solving and growth of the school, and this will create uniformity of procedures and operations regardless of the individual administrator. It promotes impersonality, build division of labor, hierarchical structure and rationality. It helps to believe that every one owns her/his job; thus effort will be exerted in every activity.

The importance of teachers' involvement in the decision making process is stressed by Conley, S. C., and Bacharach, S. B. (1990:542) who suggest that school principals will have to work with the staff as well as, other interested parties in identifying needs and establishing high expectations, if schools are to be effective. Mohrman (1978), while expanding the work of Barnard (1938), investigates teachers' involvement in decision making in relation to two organizational domains: technical and managerial.

He noted that teachers report a higher level of actual and desired involvement in the technical domain than in the managerial domain. He also suggested that managerial issues fall inside teachers' zones of acceptance, while technical issues fall outside teachers' zones of acceptance. Participation in the decision making is revealed in the implementation the decision made and helps to improve the school management, instructional supplies and policies of education, and take responsibility during the implementation.

It would be reasonable to generalize from all the comments that, the objective of participation is to create a team whose main task is to ensure the success of its citizens and proper utilization of resources aiming to advance economic, social, political and technological development. The researcher finds almost all the comments of the same value and lists them all for they need further investigation. (For details refer appendix 15)

4.6.2. Disadvantages of not participating in Decision-Making process.

All the respondents believe on the importance of participation in the decision making is to mean in other words that, they all agreed in the disadvantages of not participating in the decision making. Participants of the study enumerate a number of reasons on the disadvantages of participation. One teacher commented,

I might suggest an unusual approach to a skill or concept and the response the principal will likely give a deaf ear, off-handed, and through them I sense unwillingness on his part to assign decision making to me. The teacher keeps on, his comment; however, it should be noted that nothing about us can really be done with out us.

(Emphasis added)

A decision making process that does not facilitate the participation of its subordinates bring about frustration, and management system will be authoritative, where citizen's right is not fully respected. Decisions of such kind will have drawbacks, ignored easily, less success in their objectives, and do not enhance accountability and responsibility.

The challenges will be alienated from the school and the profession, and will be considered as problems of the management rather than the school community. This in turn brings failure to working in unison for a common goal and hampers the teaching/learning process with heavy impact on the improvement of schools. The researcher would like to indicate the disadvantages of non participatory decision making process with the assumption of their importance for further study(For details refer appendix 15).

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter deals with the summary, the conclusion drawn from the major findings of the study and the recommendations made based on the study.

5.1. Summary and findings

The primary objective of the study was to investigate the current decision making and implementation practices in the secondary schools of Addis Ababa city administration. In order to achieve this objective a questionnaire was developed and pilot tested at Menelik II and Bole preparatory schools. The statements were arranged in order to answer the basic research questions.

The study was carried out in 13 randomly selected secondary schools of ten sub cities in Addis Ababa city administration. The 254 respondents in this study were grouped into principals, unit leaders, department heads and secondary school teachers, who were randomly drawn from the sample school. These respondents served other purposes of the study, i.e. comparison of views concerning the level of participation in decision making and implementation. A total of 241 usable questionnaires were collected providing the basic data for the study. In addition a review of literature was done and views of many researchers and practitioners were gathered.

The data obtained were analyzed using statistical tools of frequency, percentage, chi-square, t-test, paired t-test, one way ANOVA, (Or F-test), and Sheffe' multivariate mean comparison and Spearman rank correlation to compute the agreement in the rank judgment of the groups of respondents and the following major findings were reached:

1. The actual level of participation of respondents in decision implementation is moderately better than participation the making decisions. And a significant difference is found between the decision making practice and implementation of decisions in all decision categories except school building and research and development.

2. The decisions in which almost all respondents participate better are curriculum and instruction, personnel affairs, and monitoring and evaluation. Most decision making and implementation practices seem to be centralized around principals. Department heads shows high participation in decision implementation, while unit leaders on decision making next to the principals. However, teacher's participation in all decision categories is found to be low compared to other school leaders.
3. Principals show preference and greater importance to decisions on general school governance, Unit leaders on Monitoring and Evaluation, Department heads and teachers on curriculum and instruction. Strong similarity, or positive correlations, are recorded ($\rho=+0.881$) between the views of teachers and department heads.
4. There are no significant differences among the school leaders' views in the importance of participation in the process of decision- making and implementation, all believe with the importance of participation in decision making.
5. Budget preparation, general school governance and curriculum and instruction are given greater priority but, school building, and research and development are given lesser priority by almost all groups of respondents.
6. There are no significant differences among the respondents' views with respect to teaching experience and qualification. Thus, these variables may not be suitable indicators for the level of participation in government secondary schools.
7. Females show greater participation in decision implementation than decision-making, but the converse is true for males.

8. School leaders in general secondary schools participate better than preparatory school leaders in the overall decision making and implementation. There is significant difference between the views of school leaders in General secondary schools and Preparatory secondary schools only in their participation of decision making on personnel affairs.
9. Significant number (23.1%) of principals assigned on Principal/Assistant Principal positions are found to be less than four years of experience and (84.6%) are not specialized in the fields of educational administration. However, School leaders specialized in the field of social sciences shows better participation in decision making than implementation compared to the school leaders specialized in the fields of Natural sciences and vice versa.

5.2. Conclusion

School leadership is a team act with a joint responsibility; hence there is no doubt that the entire school community should work together for the improvement of the school. But the reality or the findings show that teachers are given less opportunity to participate in the process of decision making and implementation and their duties are mainly limited at classroom level with noticeable demarcation.

Teaching experience and qualification are not identified as indicators of the level of participation in decision making at the secondary school level. This might implies that, as teachers become more experienced and qualified in their field of specialization, they tend to be reluctant to issues of decisions that might arises with an intention of leaving the profession. Participation in decision making is positively related to the individual teacher's satisfaction, and it is an important factor in the morale of teachers and their enthusiasm for the activities in the school.

A significant number of principal's positions are held by personnel with less experience in leadership practices. At this point the stated criterion for holding principal position seems not applicable. Experienced and qualified principals can create more conducive school environment than the inexperienced principals to the teaching/learning process, teacher's commitment, and participation in decision making and implementation.

Various educational authorities are comfortable with leaving school policies to educators but, this fact seems to be overlooked. Therefore, school leaders need to pay attention when teachers feel alienated and ignored, because in due course educational reforms require teachers to implement changes in the classrooms.

However, the continued indifference to teachers' participation of in decision making and implementation is likely to cause negative result on teacher morale and performance, leading them to leave their jobs in any possible time for other jobs. This may eventually lead to the loss of experienced teachers and utilization of teacher's optimum effort and energy may not be realistic.

Teacher's have little or no information about budget allocation even for their department's activities. This will have negative consequences by creating mismatch between planning and implementation. This leads to hamper school improvement program.

5.3. Recommendation

1. The decision making process encompasses rational, deliberate and purposeful action. It begins with development of a decision strategy and up to implementation and appraisal of results. Teachers' participation increases the consensus on goals, priorities, and breaks the narrow perception that many teachers may have when they are isolated in the classroom. Therefore, it should be in the interest of the administrators to encourage participation in planning and policy formulation, which will facilitate and commit teachers to effective implementation of school decisions.

2. Teachers, through daily personal contact with students, have the knowledge, skills, and insight to know what work should be done in schools. They know about trends, developments and works before policy makers and the media do, especially in view of the tremendous pressure to transform schools aimed at meeting students' needs. Therefore policy makers must seek teachers input in all planning and discussions about the school.
3. Modern administration requires intense study and understanding in the field of Educational Administration. The more knowledge that the educational leaders have, the stronger will be the leadership practice. Therefore, principals should be appointed through public advertisement on the basis of merit, previous knowledge or skills in educational administration. MOE on the other hand has to give special attention to the employment of principals with an experience of educational administration.
4. Experience has greatest value behind principals' administrative success. Therefore, assigning professionals with longer years of experience in administrative positions may help to reduce the shortage of principals qualified in the fields of educational administration.
5. Budget should be prepared on the basis of school needs and plan. However, it seems that higher officials allocate budget with out consultation of the stakeholders. Thus, the bureau needs to collect thorough information from schools about the current needs and design reasonable scheme for allocation of budget.

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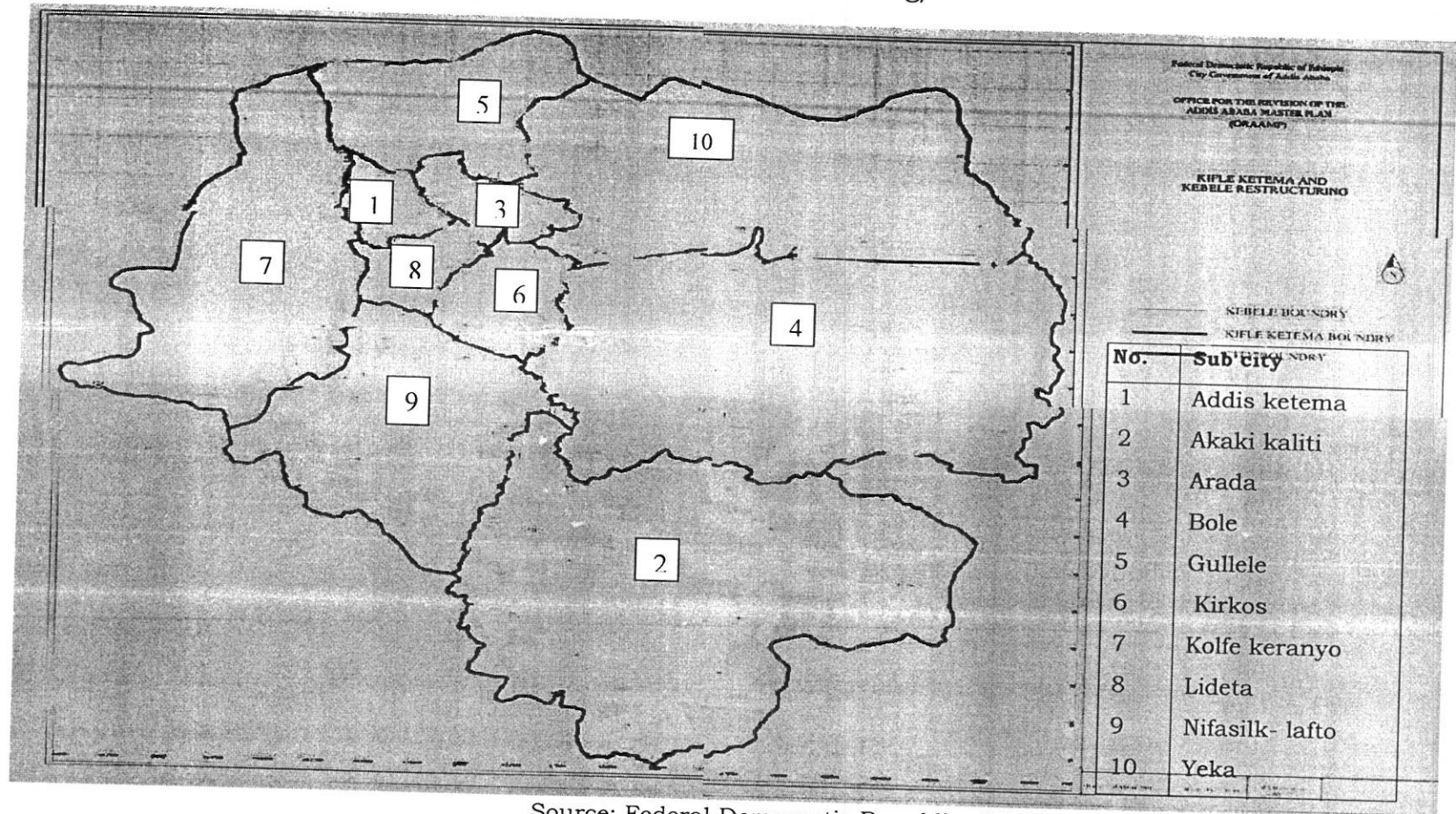
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APPENDICES

Appendix-1: Map of Addis Ababa City Administration (Research Setting)



Source: Federal Democratic Republic of Ethiopia City government of Addis Ababa
Office for the Revision of the Addis Ababa Master Plan.(ORAAMP)-(2007)

School's Key: 1. Dilachin 2. Bulbula, Derartu Tulu 3. Agazian No.3 4. Dr.Haddis Alemayehu 5. Entoto Amba, Yekatit 12
6. Misrak Goh, Limat Minch 7. Asko 8. Africa Unite 9. Ginbot 20 10. Berhan Guzo

Appendix 2: Sample distribution of Respondents

S. No.	Sub city	No. of secondary Schools			Number of teachers			Sample Gen.sec. Schools Tot.	Sampl Prep. Sec. Sch.	No. of respondent in the sample schools			Sample Respondents 0.3095 * Tot. No			Total Respondent's Category				Sample Respondent's Category			
		Gen.	Prep	Tot.	M	M	F			M	F	Tot.	M	F	Tot.	1	2	3	4	1	2	3	4
1	Addis ketema	2	1	3	235	36	271	Dilachin		58	8	66	18	3	21	3	4	14	39	1	2	4	14
2	Akaki kaliti	4	1	5	181	37	218	Bulbula	Derartu tulu	88	22	110	28	7	32	6	8	28	73	2	4	8	20
3	Arada	5	1	6	328	43	371	Agazian No.3		30	2	32	10	1	11	3	4	14	12	1	2	4	4
4	Bole	2	1	3	219	55	274	Dr.Had dis Al		43	9	52	13	3	16	3	4	14	29	1	2	4	9
5	Gullele	3	2	5	422	105	527	Entoto Amba	Yekatit 12	254	28	182	48	9	57	6	8	28	134	2	4	8	43
6	Kirkos	3	1	4	257	53	310	Misrak Goh	Limat Minch	83	27	110	26	10	36	6	8	28	81	2	4	8	22
7	Kolfe keranyo	4	-	4	232	47	279	Asko		36	5	41	11	2	13	3	4	14	24	1	2	4	6
8	Lideta	2	1	3	205	60	265	Africa unite		61	25	86	19	8	27	3	4	14	62	1	2	4	20
9	Nifasilk - lafto	3	1	4	223	24	247	Ginbot 20		55	6	61	17	2	19	3	4	14	14	1	2	4	12
10	Yeka	4	1	5	274	82	356	Berhan Guzo		52	13	65	16	4	20	3	4	14	46	1	2	4	13
Total		32	10	42	2576	542	3118	10	3	641	142	783	200	50	254	39	52	182	514	13	26	52	163

Source: Addis Ababa city Administration education bureau statistical abstract 2000 E.C.

Key: Respondent's Categories:

1-Principals

2-Unit leaders

3- Department heads

4-Teachers

Appendix 3: Percentages of categories of involvement in the decision making and implementation in terms position

Respondents Category	Respondent No.	Response	Decision categories under study																		
			General School Gov.		Budget Preparation		Curriculum and Instruction		Personnel Affairs		Monitoring and Evaluation		School Building		Student Affairs		Research And Development		Overall Dec. Categories		
			Dec.	Imp	Dec.	Imp	Dec.	Imp	Dec.	Imp	Dec	Imp	Dec	Imp	Dec.	Imp	Dec.	Imp	Dec	Imp	
1	13	Low	-	-	7.7	7.7	7.7	-	-	-	-	-	-	7.7	15.4	-	-	23.1	30.8	-	-
			3.8	-	30.8	38.5	3.8	15.4	7.7	7.7	-	-	30.8	38.5	11.5	15.4	19.2	34.6	3.8	3.8	
			17.3	5.8	51.9	38.5	13.5	7.7	32.7	23.1	19.2	5.8	42.3	44.2	23.1	17.3	38.5	26.9	13.5	5.8	
			27.3	11.3	62.7	45.3	20.0	16.7	33.3	28.0	22.0	16.0	50.0	44.7	33.3	22.0	36.7	40.0	23.3	16.0	
1	13	Moderate	23.1	7.7	38.5	30.8	69.2	69.2	53.8	61.5	30.8	23.1	23.1	30.8	23.1	23.1	15.4	23.1	23.1	30.8	
			30.8	50.0	61.5	46.2	50.0	53.8	38.5	57.7	38.5	57.7	34.6	38.5	34.6	46.2	57.7	46.2	53.8	69.2	
			48.1	40.4	40.4	48.1	50.0	44.2	38.5	44.2	53.8	40.4	38.5	28.8	40.4	36.5	48.1	48.1	63.5	53.8	
			47.3	40.7	29.3	38.7	48.7	42.0	52.7	50.0	52.7	48.7	37.3	32.0	34.7	36.7	42.7	40.7	60.7	56.7	
1	13	High	76.9	92.3	53.8	61.5	23.1	30.8	46.2	38.5	69.2	76.9	69.2	53.8	76.9	76.9	61.5	46.2	76.9	69.2	
			65.4	50.0	7.7	15.4	46.2	30.8	53.8	34.6	61.5	42.3	34.6	23.1	53.8	38.5	23.1	19.2	42.3	26.9	
			34.6	53.8	7.7	13.5	36.5	48.1	28.8	32.7	26.9	53.8	19.2	26.9	36.5	46.2	13.5	25.0	23.1	40.4	
			25.3	48.0	8.0	16.0	31.3	41.3	14.0	22.0	25.3	35.3	12.7	23.3	32.0	41.3	20.7	19.3	16.0	27.3	

Key: 1-Principal 2- Unit Leaders 3- Department Heads 4-Teachers

Appendix 4: Descriptive statistics of categories of participation in the decision making in terms of sex, age, qualification, specialization and total work experience.

Var.	L	N	General school Gov.		Budget preparation		Curriculum & inst.		Personnel affairs		Monitoring and eval.		School building		Student affairs		Research & development		Overall decision	
			Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D	Mea	Std. D
Sex	0	189	3.18	1.08	2.25	1.03	3.16	0.98	2.74	1.01	3.12	1.03	2.51	1.19	3.05	1.16	2.85	1.16	2.87	0.85
	1	52	2.85	1.05	2.05	0.97	3.15	0.96	2.82	1.03	3.04	1.08	2.39	1.22	2.87	1.28	2.60	1.17	2.75	0.82
	1	99	3.01	1.13	2.21	0.95	3.28	0.92	2.87	0.96	3.22	0.99	2.56	1.11	3.18	1.19	2.71	1.17	2.91	0.78
	2	77	3.01	1.09	2.09	1.06	2.86	1.09	2.51	1.03	2.85	0.98	2.35	1.20	2.77	1.16	2.73	1.21	2.65	0.87
Age	3	25	3.55	0.93	2.58	1.00	3.38	0.74	3.16	0.99	3.45	1.06	2.65	1.30	3.28	0.94	3.17	1.06	3.18	0.81
	4	10	3.30	0.85	2.29	1.30	2.90	1.06	2.71	0.86	3.03	1.27	2.58	1.40	3.05	1.39	3.23	0.97	2.87	0.92
	5	30	2.15	1.03	3.41	1.07	2.70	0.80	3.11	1.09	2.38	1.13	2.84	1.36	2.81	1.31	2.86	1.13		0.89
Qualification	1	1	1.71		1.00		4.14		1.44		2.14		2.00		1.17		1.00		1.88	
	2	228	3.11	1.08	2.20	1.01	3.16	0.96	2.77	1.01	3.12	1.03	2.48	1.18	3.04	1.16	2.80	1.15	2.85	0.82
	3	12	3.08	1.15	2.32	1.26	2.99	1.20	2.62	1.12	2.83	1.12	2.52	1.60	2.60	1.52	2.97	1.37	2.73	1.15
Specialization	1	1	4.43		1.86		2.71		3.11		3.43		2.25		3.83		1.00		3.00	
	2	1	4.29		4.14		3.43		3.44		4.14		3.25		4.33		4.00		3.88	
	3	116	3.01	1.09	2.13	0.99	3.13	1.00	2.74	1.03	3.10	1.02	2.43	1.22	2.87	1.21	2.75	1.23	2.79	0.84
	4	68	3.24	1.02	2.31	1.05	3.19	0.96	2.82	0.99	3.13	0.96	2.63	1.20	3.27	1.10	2.75	1.12	2.94	0.79
	5	55	3.11	1.14	2.19	1.03	3.16	0.96	2.69	1.02	3.04	1.16	2.40	1.15	2.95	1.22	2.97	1.06	2.82	0.91
Experience	1	62	3.03	1.15	2.22	0.91	3.26	0.97	2.97	0.86	3.27	0.91	2.56	1.04	3.22	1.12	2.67	1.27	2.94	0.76
	2	45	1.15	1.07	2.18	1.06	3.07	0.99	2.57	1.03	3.03	1.01	2.57	1.26	2.98	1.25	2.81	1.03	2.79	0.85
	3	47	1.07	1.13	2.15	1.05	3.18	1.03	2.68	1.04	3.07	1.05	2.47	1.26	3.00	1.16	2.89	1.29	2.81	0.84
	4	37	1.13	1.14	2.25	1.08	3.04	1.00	2.71	1.14	3.11	1.15	2.30	1.11	2.95	1.16	2.78	1.05	2.82	0.96
	5	29	1.14	0.85	2.28	1.01	3.03	1.02	2.97	0.96	2.91	1.07	2.57	1.37	2.99	1.28	2.90	1.17	2.86	0.83
	6	21	0.85	1.09	2.13	1.19	3.36	0.66	2.52	1.11	3.08	1.19	2.26	1.30	2.64	1.27	2.83	1.09	2.77	0.92

Appendix 5: Descriptive statistics of categories of participation in the implementation of decision in terms of sex, age, qualification, specialization and total work experience

Var.	L	N	General school Gov.		Budget preparation		Curriculum & inst.		Personnel affairs		Monitoring and eval.		School building		Student affairs		Research & development		Overall decision	
			Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D	Mean	Std. D
Sex	0	189	3.64	0.92	2.49	1.10	3.36	1.00	2.82	0.95	3.27	1.00	2.59	1.21	3.24	1.10	2.81	1.20	3.06	0.79
	1	52	3.45	1.00	2.59	1.21	3.50	1.02	3.07	1.11	3.51	0.89	2.83	1.32	3.30	1.11	2.78	1.07	3.17	0.86
Age	1	99	3.65	0.88	2.62	1.10	3.46	1.01	3.00	0.90	3.38	0.98	2.71	1.15	3.50	0.99	2.72	1.16	3.18	0.76
	2	77	3.44	1.06	2.28	1.11	3.28	1.09	2.67	1.07	3.23	1.00	2.51	1.27	3.01	1.16	2.81	1.25	2.92	0.85
	3	25	3.66	0.71	2.77	1.06	3.40	0.90	3.12	0.77	3.31	0.97	2.75	1.22	3.19	1.07	2.93	1.20	3.18	0.75
	4	10	3.67	0.83	2.27	1.27	3.12	0.85	2.78	0.82	3.04	1.00	2.55	1.35	3.28	1.07	3.07	0.93	2.98	0.73
	5	30	3.72	0.98	2.66	1.20	3.50	0.89	2.84	1.20	3.47	0.96	2.68	1.45	3.11	1.19	2.90	1.06	3.14	0.86
Qualification	1	1	1.86	.	1.00	.	4.57	.	1.33	.	4.00	.	2.00	.	4.00	.	2.00	.	2.60	.
	2	228	3.59	0.92	2.51	1.11	3.39	0.99	2.87	0.98	3.32	0.97	2.61	1.22	3.25	1.09	2.78	1.16	3.07	0.79
	3	12	3.76	1.15	2.67	1.32	3.33	1.29	3.19	1.09	3.32	1.27	3.31	1.43	3.29	1.37	3.33	1.19	3.27	1.11
Specialization	1	1	4.00	.	1.71	.	3.14	.	2.89	.	2.86	.	2.50	.	3.83	.	1.00	.	2.88	.
	2	1	4.71	.	4.57	.	4.29	.	3.11	.	4.14	.	3.25	.	4.33	.	4.00	.	4.06	.
	3	116	3.66	0.89	2.48	1.11	3.36	1.05	2.89	1.00	3.35	1.00	2.64	1.26	3.23	1.13	2.84	1.25	3.09	0.82
	4	68	3.43	0.99	2.62	1.13	3.30	0.98	2.74	1.03	3.17	0.88	2.63	1.23	3.23	1.07	2.63	1.10	3.00	0.76
	5	55	3.63	0.96	2.44	1.12	3.54	0.95	3.02	0.94	3.44	1.06	2.65	1.24	3.30	1.11	2.97	1.03	3.16	0.82
Experience	1	62	3.63	0.96	2.71	1.18	3.54	1.03	3.12	0.95	3.42	1.01	2.75	1.17	3.45	0.99	2.69	1.23	3.22	0.79
	2	45	3.48	0.85	2.38	1.01	3.15	0.99	2.61	0.90	3.13	0.91	2.53	1.14	3.13	1.11	2.71	1.07	2.91	0.75
	3	47	3.64	1.03	2.43	1.14	3.46	1.12	2.81	1.00	3.42	1.03	2.63	1.33	3.18	1.15	2.84	1.38	3.08	0.82
	4	37	3.51	0.96	2.26	0.96	3.24	0.90	2.85	0.94	3.27	1.01	2.56	1.14	3.25	1.09	2.84	1.00	3.00	0.81
	5	29	3.66	0.84	2.66	1.20	3.40	1.01	3.16	1.00	3.23	0.96	2.71	1.42	3.24	1.15	3.09	1.11	3.17	0.79
	6	21	3.67	1.00	2.66	1.28	3.52	0.84	2.57	1.13	3.43	0.96	2.63	1.44	3.06	1.26	2.81	1.08	3.07	0.91

Appendix 7: Significance differences between Mean Difference responses by Position on the current decision implementation practices (N=241).

Decision categories under study	Principals Vs Unit leaders		Principals Vs Dep't Heads		Principals Vs Teachers		Unit leaders Vs Dep't Heads		Unit leaders Vs Teachers		Dep't Heads Vs Teachers	
	Mean Diff.	P-value	Mean Diff.	P-value	Mean Diff.	P-value	Mean Diff.	P-value	Mean Diff.	P-value	Mean Diff.	P-value
General school governance	0.57	0.36	0.56	0.27	.79(*)	0.03	-.00	1.00	.23	.70	.23	.48
Budget preparation	1.33(*)	0.01	1.12(*)	0.01	1.31(*)	0.00	-.21	.89	-.02	1.00	.19	.77
Curriculum and instruction	0.36	0.78	-0.02	1.00	0.17	0.95	-0.37	0.50	-.19	.85	.19	.73
Personnel affairs	0.22	0.93	0.34	0.74	0.70	0.10	0.12	.97	.48	.15	.36	.15
Monitoring and evaluation	0.51	0.48	0.36	0.68	.79(*)	0.05	-0.15	.94	.28	.61	.43	.06
School building	0.62	0.54	0.68	0.37	0.79	0.18	0.06	.10	.18	.93	-.12	.95
Student affairs	0.45	0.70	0.54	0.48	0.63	0.27	0.09	1.00	0.18	0.90	0.09	1.00
Research and development	0.67	0.41	0.28	0.89	0.67	0.26	-0.38	0.60	0.008	1.00	.39	.22
Imp. of overall Dec.Categories	.57	.21	.48	.27	.73(*)	.02	-.09	.97	.16	.81	.25	.26

(*) The mean difference is significant at the .05 level

Appendix 8: Computation of correlation coefficient of mean ranking of respondent by position on the importance of the decision categories

Decision categories under study	Respondents				Difference Between Ranks 1,2,3 and 4											
	1* (N=13)	2* (N=26)	3* (N=52)	4* (N=150)	1*-2*		1*-3*		1*-4*		2*-3*		2*-4*		3*-4*	
					d	d ²	d	d ²	d	d ²	d	d ²	d	d ²	d	d ²
General school governance	1	4	2	2	-3	9	-1	1	-1	1	2	4	2	4	0	0
Budget preparation	2	2	5	3	0	0	-3	9	-1	1	-3	9	-1	1	2	4
Curriculum and instruction	3	3	1	1	0	0	2	4	2	4	2	4	2	4	0	0
Personnel affairs	7	6	7	6	1	1	0	0	1	1	-1	1	0	0	1	1
Monitoring and evaluation	4	1	3	5	3	9	1	1	-1	1	-2	4	-4	16	-2	4
School building	8	8	6	7	0	0	2	4	1	1	2	4	1	1	-1	1
Student affairs	6	5	4	4	1	1	2	4	2	4	1	1	1	1	0	0
Research and development	5	7	8	8	-2	4	-3	9	-3	9	1	1	1	1	0	0
$\sum d^2$					24		32		22		28		28		10	
(Rho) $p^*-p^* = 1 - \frac{6\sum d^2}{N(N^2-1)}$					+.714		+.616		+.738		+.667		+.667		+.881	

$$(Rho) 1^*-2^* = 1 - \frac{6 \cdot 24}{8(64-1)}$$

$$(Rho) 3^*-4^* = 1 - \frac{6 \cdot 10}{8(64-1)}$$

$$(Rho) 2^*-3^* = 1 - \frac{6 \cdot 28}{8(64-1)}$$

$$(Rho) 1^*-3^* = 1 - \frac{6 \cdot 32}{8(64-1)}$$

$$(Rho) 1^*-4^* = 1 - \frac{6 \cdot 22}{8(64-1)}$$

$$(Rho) 2^*-4^* = 1 - \frac{6 \cdot 28}{8(64-1)}$$

Key:

1* - Principal 2* - Unit Leader 3* - Dep't Heads 4* - Teacher

Appendix 9: Respondents' comment on the advantages and disadvantages of participation in the secondary school decision- making

Advantages of participation in Decision Making	Disadvantages of not participating in Decision Making
<p>Rules and regulations of the school will be developed together and executed with slight discrepancies. Implementation with no complaints, Decision will be understood, Increase willingness to participate, Working together in team will be easier, Develop ownership feeling. Facilitate problem solving, Duties will be executed faster, Create conducive environment for the teaching learning process. Decisions will be reasonable; Improve weakness and strengthen the positive sides. Problems could be seen from different angles, Free from prejudice, Increase motivation of teachers, Reduce conflicts, and improve relationship and collegiality Enables the school meet or achieve the predetermined goal Enrich teaching learning process, Decisions happen to be democratic, Create psychological readiness for implementation. It obligates, the person to be loyal for his/her decision, No ambiguity in the decision objective, Develop experience, self confidence, and satisfaction with job. Creates confident administration full of motivated employees. Picks hidden talents of young teachers Manage corruption, and motivates honesty and improves integrity School becomes a research center Improvement of school planning Budget allocation will be fair and reasonable. Smooth running of the teaching learning process, Helps to internalize the problem</p>	<p>Hard to bring the expected behavioral change, Reduce acceptance, and performance, Develops fear in any decision, Takes away freedom Create boss- servant relation causes carelessness, Lack of dedication during the implementation, Moral crisis, Easy to be interfered by politics, or any external agents. Lack of reliability of the decision. Decisions will be waste of resources (time, money, etc.) Teachers feel dependant, no academic freedom, and Discourage people reduce quality of education It affects student's performance, Resources will not be fairly distributed, Hard to take action on other's decision, Decisions may be impractical, Full of errors, and have nothing to do with the school's objective, Easily opposed by the implementers. Yields rough relationship with decision makers, Partakers will be challenged to undertake the decision, Create work load, which are not effective, No initiation to execute the job, Students cheating will be facilitated Externalize school problem</p>

Appendix 10: Questionnaire

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)
(EDUCATIONAL LEADERSHIP AND MANAGEMENT)**

**THE CURRENT EDUCATIONAL DECISION MAKING PRACTICE AND
IMPLEMENTATION**

**IN SOME SELECTED GOVERNMENTAL SECONDARY SCHOOLS OF
ADDIS ABABA CITY ADMINISTRATION**

Dear Respondent:

I would like to express my special thanks for your sincere cooperation, in advance, to fill the questionnaire. This questionnaire is part of a study designed to collect information about *The Current Educational Decision-Making Practice and Implementation in Some Selected Government Secondary Schools of Addis Ababa City Administration*.

The major aim of this study is to use the information in order to look into the decision-making practices, and evaluate the level at which the decision-making process is utilized or implemented to improve and resolve problems in the teaching-learning process.

The researcher needs to remind the respected respondents to consider that the result and success of the study will depend on the quality of the responses. Therefore, your cooperation in answering each question as thoughtfully and frankly as possible is highly recommended.

GENERAL DIRECTION:

- You are kindly requested not to write your name anywhere on the questionnaire to ensure complete confidentiality.
- Please put (✓) mark under the scale you agree for each item for part one and two but your rank order for part three.
- All your responses will be summarized and processed in analytical form only for the purpose of the research.

With regards.

DIRECTION I: GENERAL INFORMATION

Below there are the list of seven general inquires about your personal background. You are kindly requested to indicate your responses about each question with (✓) in the box provided for each items.

1. Name of the school _____

2. Geographical Location in the city: Sub-city _____ Kebele _____

3. Primary responsibility: Principal Unit leader Teacher
 Assist. Principal Department head

4. Sex: Male Female

5. Age group: 20-25 26- 30 31 -35 36-40 >40

6. Level of qualification: 12+ Bachelor
 12+2 Masters
 12+3 Subject Area _____

7. Work experience

	< 2	2-3	4-6	7-10	11-20	> 20
As principal/Assist. Principal						
As a unit leader						
As a department head						
As a teacher						
On the current position						
Total service years						

DIRECTION II: QUESTIONNAIRE

Below there are 50 decisional statements, which are grouped into eight categories. Against each decisional statements there are two columns, Please indicate in the left hand column the degree to which you participate in the making of the stated decision at your school. And, in the right hand column indicate how far you participate in the implementation of each decisional statement. ከዚህ በታች በት/ቤት ውስጥ ከሚተገበሩ የውሳኔ አይነቶች መካከል በስምንት ርዕሶች ሥር 50-የሚሆኑ ዝርዝር የውሳኔ ሀሳቦች ቀርበዋል። በእነዚህ ዝርዝር የውሳኔ ሀሳቦች ላይ የእርስዎን የውሳኔ ሰጪነት ድርሻ በስተግራ እንዲሁም ውሳኔዎቹን ተግባራዊ በማድረግ ረገድ የእርስዎን ድርሻ በስተቀኝ በኩል ባሉት ቦታዎች ላይ ይገለጹልን። In order to assist your responses each of the five level of participation is defined as follows.ተሳትፎዎን ለመግለፅ እንዲያመችዎ ባለ አምስት ደረጃ የተሳትፎ አይነቶች ተጠቁመዋል።

<p>Your current participation in the practice of decision-making. ውሳኔ የመስጠት ድርሻዎ</p>	<p>Term definitions: (ትርጉም)</p> <p>Very low: No participation of any kind በጣም ዝቅተኛ ተሳትፎ</p> <p>Low:(ዝቅተኛ ተሳትፎ አለኝ)At the level of providing opinion informally (አልፎ አልፎ መበደበኛ ባልሆነ ሁኔታ ሃሳብ እንዲቀርብ መጠየቅ)</p> <p>Moderate: መካከለኛ ተሳትፎ On some occasions being asked for advice(በተደጋጋሚ የተለያዩ የውሳኔ ማደበሪያ ሃሳቦችን እንዲቀርብ መጠየቅ)</p> <p>High: ከፍተኛ ተሳትፎ Serving in formally organized Committee with a chance of making recommendation(የሰራ አመራር ኮሚቴ ውስጥ በመታቀፍ)</p> <p>Very high : በጣም ከፍተኛ ተሳትፎ Being given authority to establish policy (ለሚደረጉት ውሳኔዎች ባለቤት አስከመሆን)</p>	<p>Your current participation in the decision implementation ውሳኔን ተግባራዊ የማድረግ ድርሻዎ</p>																																																																																																				
<p>1 Very low በጣም ዝቅተኛ ተሳትፎ</p> <p>2 Low ዝቅተኛ ተሳትፎ</p> <p>3. Moderate መካከለኛ ተሳትፎ</p> <p>4. High ከፍተኛ ተሳትፎ</p> <p>5. Very high በጣም ከፍተኛ ተሳትፎ</p>		<p>1 Very low በጣም ዝቅተኛ ተሳትፎ</p> <p>2 Low ዝቅተኛ ተሳትፎ</p> <p>3. Moderate መካከለኛ ተሳትፎ</p> <p>4. High ከፍተኛ ተሳትፎ</p> <p>5. Very high በጣም ከፍተኛ ተሳትፎ</p>																																																																																																				
<p>Your current participation in the practice of decision-making of _____ ?</p>	<p>Decision Categories at the Secondary school level የውሳኔ ርዕሶችና ዝርዝር የውሳኔ ሀሳቦች (Under study)</p>	<p>Your current participation in the decision implementation of _____ ?</p>																																																																																																				
<table border="1"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	1	2	3	4	5																																														<p>A. General school governance</p> <p>1 Setting the purpose and objectives of the school</p> <p>2 School planning (strategic/ operational/annual etc.)</p> <p>3 Setting the content and form of lesson plan</p> <p>4 Establishing disciplinary policies</p> <p>5 Establishing teacher's evaluation criteria</p> <p>6 Determining length of school day and hours</p> <p>7 Setting transparent decision making procedures</p> <p>B. Preparation of budget</p> <p>1 Financial decision of the school through out the year</p> <p>2 Determining means of income generation</p> <p>3 Utilization of school generated income</p> <p>4 Setting budget for a project implementation</p>	<table border="1"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	1	2	3	4	5																																													
1	2	3	4	5																																																																																																		
1	2	3	4	5																																																																																																		

					5	Setting budget for teacher's development program.								
					6	Amount budget for educational materials supply								
					7	School's support to parent teacher association (PTA) activity in generating income								
1	2	3	4	5		C. Curriculum and instruction	1	2	3	4	5			
					1	Evaluation of content and syllabus for improvement								
					2	Text book preparation and selection								
					3	Text book provision								
					4	Procedures in obtaining instructional supplies								
					5	Selection of supplementary texts and materials								
					6	Choice of teaching method and pedagogical styles								
					7	Allocation of teaching aids and teacher's teaching load								
1	2	3	4	5		D. Decision about personnel affairs	1	2	3	4	5			
					1	Recruiting, selecting and hiring teachers								
					2	Allocation of personnel among teaching positions								
					3	Teacher's transfer and performance evaluation								
					4	Resolving teacher's grievance and conflict								
					5	Participation level of parents in the school's decision								
					6	Delegating responsibility and authority to personnel								
					7	Pre-service/Induction training of teachers								
					8	In-service training of teachers								
					9	Selection of personnel to attend on/off job trainings								
1	2	3	4	5		E. Decision on monitoring and evaluation	1	2	3	4	5			
					1	Data recording and keeping system of the school								
					2	Evaluation of examination and its confidentiality								
					3	Establishing Student promotion policies								
					4	Assessment of school performance								
					5	Evaluation of supervisory activities								
					6	Accreditation of official documents								
					7	Documentation of best experiences of the school								
1	2	3	4	5		F. Decision on school building	1	2	3	4	5			
					1	School building expansion								
					2	School building maintenance								
					3	Maintenance of school compound								
					4	Maintenance of school supplies and materials								
1	2	3	4	5		G. Decision on student affairs	1	2	3	4	5			
					1	Adoption of promotion policy for students								
					2	Setting objective for student's guidance and counseling								
					3	Setting governing rules and regulations for students								
					4	Setting standard admission procedures for students								
					5	Allocation of Students in Classrooms(class size)								
					6	The decision to suspend or expel a student								
1	2	3	4	5		H. Research and development	1	2	3	4	5			
					1	School's need assessment								
					2	Action research activities in the school								
					3	Implementation of research out comes								

DIRECTION III:

Below there are eight categories of decisions to be ranked in their degree of importance according to your judgment. The ranking order of these decision categories are on the scale from 1 to 8. (ከዚህ በታች የተዘረዘሩትን ስምንት የውሳኔ ርዕሶች በእርስዎ አስተያየት ከአስፈላጊነታቸው አንጻር 1ኛ እስከ 8ኛ ደረጃ ዘርዝሩዋቸው) The area, according to your judgment, the most important should receive the rank number-1, with the second importance should receive rank number -2, and 8 for the last ranking. (በዚህም መሰረት እጅግ በጣም አስፈላጊ የሚሉትን ደረጃ-1 እንዲሁም የመጨረሻ ደረጃ ሊይዝ የሚገባውን ደረጃ-8 በመስጠት ያመልክቱ።)

S. No.	Categories of decision	Rank order in the importance of decision categories (Your judgment)
1	General school governance	
2	Preparation of budget	
3	Curriculum and instruction	
4	Decision about Personnel affairs	
5	Decision on monitoring and evaluation	
6	Decision on school building	
7	Decision on student affairs	
8	Research and development	

DIRECTION IV:

This is the last part of the questionnaire, where you can write any comment freely. Your response for this part is expected to focus on your judgment about the benefits your participation and problems of not participating in the decision making practice and implementation of the school.

1. What are the benefits of participation in the decision making practice and implementation? በውሳኔ አሰጣጥ ውስጥ ባለመሳተፍዎ በውሳኔው ላይ የሚያመጡት አዎንታዊ ጎኖች:

2. What are the problems of not participating in the decision making practice and implementation? በውሳኔ አሰጣጥ ውስጥ ባለመሳተፍዎ በሚሰጡት ውሳኔዎች ላይ የሚከሰቱት አሉታዊ ጎኖች

Thank you for your cooperation.
Mekuria Abera

Appendix 11: Interview guide for the Principals /or Assistant Principals.

Name of the school _____

1. What are the key areas of decisions in your school?
2. In how many days does the management committee meet to decide on the teaching/ learning process?
3. Do the committees have all the necessary facts and information you need for the decisions to be made?
4. What are the implications of committee's decision in terms of action or implementations?
5. Do you believe that the likely consequences of your decisions are justifiable

DECLARATION

This M.A research thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the work have been duly acknowledged.

Submitted by:

Name: Mekuria Abera


Signature

July 14. 2009
Date

This M.A.research thesis has been submitted for evaluation and presentation with my approval as university advisor:

Name: Asefa Abahumna (Ph.D.)

Signature



Date