

**Factors Affecting the Roles and Responsibilities of
Woreda Education Offices of Addis Ababa City
Administration**

Ashenafi Birru

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Abstract

FACTORS AFFECTING THE ROLES AND RESPONSIBILITIES OF WOREDA EDUCATION OFFICES OF ADDIS ABABA CITY ADMINISTRATION

Ashenafi Birru

Addis Ababa University, 2012

The purpose of this study was to investigate the factors that affect the roles and responsibilities of woreda education offices of Addis Ababa city administration. The participation of stakeholders, availability of skilled manpower, finance (Budget), materials, effectiveness and efficiency of the management system and information and communication mechanisms were used to investigate factors that affect WEOs to carry out their duties and responsibilities. The research methodology employed in this study was descriptive survey. The data were gathered using questionnaire, interviews, and documents review. The data gathered through questionnaire were analyzed using percentage and mean. Descriptive narration was used for the qualitative data gathered through open-ended questions, interview and document review. The study was conducted in 30 woreda education offices in six sub-cities. 13 educational officials and experts from Addis Ababa city administration and 26 Sub-City education officials and experts, 79 woreda education officials and experts, 21 School principals, 132 teachers and PTSA representatives from 90 private and government schools used as the subject of the study. The findings from the data analysis revealed that the participation of NGOs and private investors in enhancing education management activities at woreda level is poor; similarly community and teachers participation in managing education at woreda level is poor. The budget allocated is inadequate and absence of enabling policy environment to utilize directly the internal income obtained from different sources hampered managing education at woreda level. Generally the education management activities at woreda level lack proper participation of stockholders, resource capacity and effective and efficient management system to realize the educational goals. Following the findings and conclusions drawn, The researcher recommended that the WEOs in collaboration with school, WAC, SEO, AAEB and other concerned bodies develop and facilitate collaboration with NGO's and private investors in generating revenue for education system. Moreover, coordinating and integrating community efforts through provision of technical support to utilize the vast human and material resources of community to strength the WEOs management system and to reduce financial burden on the government. Furthermore, provision of workshops and conducting discussion forums that strengthen the capacity of woreda education officials and experts in creating clear understanding of guidelines and policy documents should be emphasized. On top of this action should be taken by training appropriate personnel to improve the information and data system that enable to get timely and quality information at woreda level.

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Acronyms

- AAEB: Addis Ababa City Administration Education Bureau.
- ADEA: Association for the Development of Education in Africa.
- BELMAS: British Educational Leadership, Management & Administration Society.
- EQUIP: Educational Quality Improvement Program.
- ESDP: Education Sector Development Program.
- ETP: Education and Training Policy.
- GFDRE: Government of Federal Democratic Republic of Ethiopia.
- IICBA: International Institute for Capacity Building in Africa.
- IIEP: International Institute for Educational Planning.
- MOE: Ministry of Education.
- NWREL: Northwest Regional Educational Laboratory.
- PTSA: Parent –Teacher- Student Association.
- SBM: School Based Management.
- SEO: Sub-City Education Office.
- TGE: Transitional Government of Ethiopia
- UNESCO: United Nations Education Social and Cultural Organization.
- WEO: Woreda Education Office.
- ZED: Zonal Education Desk.
- WFEDO: Woreda Finance & Economic Development Office.

CHAPTER ONE

1.1 Background of the Study

Educational Organization and its management can be viewed as either centralized or decentralized in a given country. According to Hallak (1992), the 1960s and 1970s centralized educational system was generally regarded as effective in supporting the expansion of education in many developing countries.

In centralized education system, power and authority are in the hands of the central government. The government is responsible for public education and maintains control over decisions regarding educational policy, budget and operations. In addition to this it was believed that numerous management activities like planning and programming, employing teachers, constructing schools, producing and distributing text books and other educational materials, generating funds and etc are well made by the central governments (Wrinkle; 1989; Ayalew, 2000). However, the growth of the size of educational system and financial constraints of 1980s resulted in the ineffectiveness of the centralized system. Schaeffer (1994) further explains the causes for the ineffectiveness of the centralized system as follows:

- Governments often lack funds to provide all communities with the necessary education and thus are often unable to guarantee sufficient education to all children.

- The management capacity of bureaucracies has not kept up with the expansion of the system.
- Centrally – designed programs are seldom responsive to the needs of the poor.

In support of this, World Bank (2002) states that in a world where most governments have experienced the pitfalls of centralized education service provision, mainly: opaque decision – making, administrative and fiscal inefficiency, and poor quality and access to services, the theoretical advantages of decentralization have become extremely appealing. In general, the process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared with centralized systems. Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and eventually, improves coverage and quality. In particular, governments with severe fiscal constraints are enticed by the potential of decentralization to increase efficiency.

In support of this, UNESCO (2002) states that the centralized administrative structures in place of education in developing countries lack the human, financial and material resources needed to provide education for all. It has also negative results on quality, access and equity of education.

All these problems have made countries to search for other approaches to educational management and administration. Thus, international agencies and many governments

began to consider decentralization as an efficient management of education (Wailer, 1990).

The organization and management of the education system in Ethiopia after 1991 is highly decentralized. After the down fall of Military government, federal structure of administration has been introduced as means to overcome the problems of education system. The devolution of power to regions has changed the roles and responsibilities of the ministry especially, in the area of educational organization and management.

The 1994 Constitution of the Federal Democratic Republic of Ethiopia (FDRE) made possible decentralizing the education system by offering nations, nationalities and people greater decision making and institution building in their own regions. Thus, the devolution of decision making authority to regional states has changed the roles and responsibilities of educational organization and management. The new educational management system has five levels i.e. MOE, REB, ZED, WEO and School (MoE, 2002).

Accordingly, the ministry has also set standard guides in 1995 for itself, regions, Zones, Woredas and schools. Accordingly, the Ministry is responsible for providing professional support and setting country wide educational standards. On the other hand regions, zones, Woredas and schools have shared responsibilities to implement the policy. But the roles and the responsibilities of Woreda and school were not clearly stated in the guideline. As a result there were problems in the implementation of policies at the grass root levels.

Based on the weakness of implementation of the policy at the grass root levels, the Ministry of education has set another guide line in 2002. The guideline briefly states the authorities and responsibilities of school management from the ministry of education down to school. Thus, more attention and emphasis have been given to decentralize education management to Woreda and school levels for more participatory decision making, implementation and monitoring (MoE, 2002).

In view of the fact that Addis Ababa city is the capital city of Ethiopia and the seat of the African union and of a variety of international organization as well as it is a reflection of large and growing residents' representatives of nations, nationalities and people. The 1994 constitution of the Federal Democratic Republic of Ethiopia stipulated that the residents of Addis Ababa have full power of self-government and that the details thereof shall be set out by law.

Accordingly, with the provision of Article 49(2) and 55(1) of the constitution of the (FDRE) the Addis Ababa city administration was established by the Addis Ababa City Government Charter Proclamation No.87/1997. It was found necessary to enable the city cope with time through self-renewal so that its operations and processes become efficient, effective and equitable as well as change-generative and receptive. Furthermore, it was found necessary to revise the Addis Ababa City Government Charter by taking into account experiences gained in its application and by looking into the organization and management of the city from the perspective of democratic principles and good

governance as well as contemporary trends of growth and development the Addis Ababa city Government revised charter proclamation No.361/2003 came in to being in 2003.

The first reorganization of the Ministry of education after the current government took power, was undertaken in 1994. The WEOs are the primary educational authorities responsible for the establishment and implementation of all educational activities. They monitor the delivery of instruction in schools and mobilize resources for the operation of schools. The WEOs is administratively subordinated to the Woreda council and also professionally and technically answerable to sub-city education office (MoE, 2002).

The WEOs are the primary educational authorities which play an important role in the actual implementation of policies at the pre- primary, primary and secondary levels of education. Their staff comprises three to six people usually recruited among primary school teachers. They are responsible for Collecting educational data and forwarding it to the Sub-city Education Office; monitoring the operations of the schools in the Woreda; Participating in the evaluation of teachers' performance; organizing and facilitating community participation and support; and paying attention to the disciplinary affairs of teachers and students (MoE,2002).

The WEOs are expected to efficiently implement the policy to foster community involvement in education management, encouraging bottom up changes, facilitating the development of student and staff performance standards, offering technical assistance to the schools like providing training for school personnel and its management bodies.

However, the WEOs are not fully performing their tasks as efficiently as they were envisaged. Hence, schools are not getting full support from the community.

Inadequate planning & management capacity at the lower levels of the organizational structures is a critical problem in realizing the goals of education especially with regard to primary education. Skills to interpret policies collect and analyses appropriate data and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structures. (MoE, 2002).

This research, therefore, aims to identify the factors that affect Woreda Education Offices of Addis Ababa city Administration in carrying out their roles and responsibilities effectively in school management.

1.2 Statement Of the Problem

Countries are increasingly decentralizing responsibilities to levels closer to schools with the aim of maximizing efficiency, effectiveness, democracy and provision of education that becomes more responsive to local needs (UNESCO, 2002). According to Ayalew (2000), in decentralization, resources would be managed better since the administrative agencies are located close to the communities and decision will be based on local context.

However, implementation of this process was not a rosy road. This is because of lack of skills, experience and capacity at lower level officials (ADEA, 2003; UNESCO, 2002). According to the World Bank Report, (2009) the impacts of decentralization on education services are mixed and limited. In many countries it has increased overall enrollments but has done little to reverse persistent quality problems.

The transition from the previous regime in 1991 into the current one was made possible by offering nations, nationalities, and people's greater decision making and institution building in their own regions. Thus the devolution of decision making authority to regional states has changed the roles and responsibilities of educational organization and management (Ayalew, 2000).

The Addis Ababa Education Bureau operates under a decentralized educational management system. The bureau has ten sub-city education offices and 116 Woreda education Offices. According to the bureau annual abstract (2010) in Addis Ababa city administration there were 969 Kindergartens ,696 Primary schools and 154 Secondary schools owned by government, public, private, missionary, church, mosque, NGO's and foreign community and there were 25,179 Teachers.

The woreda education office which is closer to school is administratively subordinated to the woreda council and professionally and technically answerable to the sub-city education office. It is mandated with the following duties and responsibilities:

- Collecting educational data and forwarding it to the sub-city education office;
- Monitoring the operation of the school in the woreda;
- Participating in the evaluation of teachers' performance;
- Planning education for the woreda up to secondary level;
- Ensuring standards and the accreditation of institutions;
- Implementing and evaluating projects;
- Administering primary and secondary school;
- Monitoring and supervising programs ;
- Enhancing community participation by establishing administrative boards, PTSAs and other committees;
- Developing inter school integration and coordination;
- Allocating budgets to schools;

The main purpose of establishing WEOs are to coordinate and run community participation in school management. The WEOs, with their duties and responsibilities are expected to efficiently implement the policy to foster community involvement in education management (MOE, 2002). However, documents such as ESDP I and ESDP II the WEOs are not fully performing their tasks as efficiently as they were envisaged. Hence, schools are not getting full support from the community.

Thus, the main purposes of this study are to identity factors that affect woreda education offices in carrying out their roles and responsibilities in school management and to

recommend solutions to the problems. In due course the research will attempt to answer the following basic questions:

1. To what extent are woreda education officials competent enough to discharge their duties and responsibilities?
2. To what extent are woreda education officials professionally prepared to carryout roles and responsibilities entrusted to them?
3. What factors do affect WEOs in performing their daily activities?
4. To what extent the relationship existed among WEOs, Sub-city education office and local community?

1.3 Objectives

1.3.1 General objectives

The research intends to investigate the factors that affect the roles and responsibilities of Woreda Education Offices in school management and to come up with feasible recommendations to tackle the problems.

1.3.2 Specific Objectives

The specific objectives of this study are to:

- Identify the factors that hinder WEOs to practice their roles and responsibilities.
- Evaluate the extent that WEOs members are academically prepared to carryout duties and responsibilities entrusted to them.

- Assess the relationship of WEOs with major stakeholders look like.
- Evaluate the extent to which WEOs officials know and practice their duties and responsibilities.

1.4 Significance of the Study

The study is important in the following respects:

1. It explores the capacity of Woreda Education offices to manage schools and pinpoint s the major problems that affect WEOs to perform their responsibilities in managing the schools. This might help concerned authorities to take appropriate and timely measures to minimize the problems, if not possible to avoid.
2. The recommendations made may be used for improving educational Management system at Woredas in the Addis Ababa city Administration.
3. The study may serve as a reference to conduct further study in a similar field.

1.5 Delimitations of the Study

As indicated in the topic, the focus of the study is Woreda Education Offices of Addis Ababa City Administration. The city administration is administratively divided into 10 sub-cities and 116 Woredas. Six sub-cities selected randomly. However, to make the study manageable, Five Woredas will be selected from each sub-city; As a result a total

of 30 Woredas will be randomly selected. Moreover, two primaries (one government and one private) and one secondary school will be selected from each sample Woreda.

1.6 Limitation of the Study

Since the study was not conducted at a national level, the findings which are the basis for generalization are not supposed to be free from limitations. Due to shortages of research works in Ethiopian context on the area the researcher depended mainly on foreign sources. The researcher made relentless effort to come up with the respondents who are reluctant to fill out and return the questionnaires within the expected time frame.

1.7 Definition of Terms /Operational Definitions/

Woreda: local administrative unit which is accountable for sub-city.

School Management: the process of leading people to achieve effective school operation of which key elements are planning, setting policy, Making discussion, communicating with community, government and non government organizations (Dejnozka, 1983)

Sub-city: is an administrative locality next to the region and consists of limited Woreda under it.

Responsibility: is the accountability (obligation) for reaching objectives using resources properly adhering to organizational goals (Rule and Boyars 1990).

Roles: the actions and activities assigned to or required or expected of a person or group (Collins, 2003)

1.8 Organization of the Study

The research consists five chapters. The first chapter contains Background of the study and its approach. The second chapter deals with Review of Related Literature. The third chapter provides Research Design and Methodology. The fourth chapters contain Presentation and Analysis of the Data. Lastly, the fifth chapter presents the Summary, Conclusion and Recommendation of the study.

CHAPTER TWO

2. Review of Related Literature

2.1 Educational Organization and its Management

Management is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals (Stoner and Danial, 1998)

The existences of various organizations and their diversity in society have lead to development of “different management programs like public administration, educational administration and so on” (Ayalew, 1991).

The concept of management overlaps with two similar terms, leadership and administration. “Management” is widely used in Britain, Europe, and Africa, while “Administration” is preferred in the United States, Canada, and Australia, “Leadership” is of great cotemporary interest in most countries in the developed world. Dimmock (1999) differentiates these concepts whilst also acknowledging that there are competing definitions: school leaders experience tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership) routine maintenances of present operations (management) and lower order duties (administration).

BELMAS (2010) differentiates the concept of education administration verses management: an employee in a manager position executes the policies and procedures that the administration decides. Management is a subset of administration and carries out their job responsibilities based on the direction of the administrators within the school. However, both types of positions have decision making authority and require strong leadership qualities.

In Schools, education administrations versus management include jobs in a variety of different School environments, including colleges, universities, high schools, middle school, elementary school, preschool and even day care centers. Education management jobs may include positions within the business department of the school, such as human resources manager, accounting manager and marketing manager. The type and variety of management positions within the school will vary significantly based on a number of criteria , including the type of educational facility, whether it is a public, private or parochial school, how many students are enrolled, the location of the school and other similar factors. Careers in education administration will also vary based on the type of school. At the college or university level, they can be department chairpersons, deans of students, admission directors and financial aid directors, to name a few. At the high school, middle school and elementary school level, they are usually principals and vice principals. Finally in early childhood education, they can be preschool directors (BELMAS, 2010).

Educational management is concerned with the internal operations of educational organizations and also their relationships with its environment or communities.

Educational Organization and its management can be viewed as either centralized or decentralized in a given country.

2.1.1 Centralized Education System and its Management

In centralized education system, power and authority are in the hands of the central government. The government is responsible for public education and maintains control over decisions regarding educational policy, budget and operations. In addition to this, numerous management activities like planning and programming, employing teachers, constructing schools, producing and distributing text books and other educational materials, generating funds and etc are made by the central governments (Winkler, 1989; Ayalew, 2000). Due to centralized education system, the decisions on the schools' curriculums, discipline policies, budget and personnel issues are made by those who are far from day to day operations of schools. Principals, teachers, parents, and members of community who are in close contact with schools operations and better positioned to make knowledgeable decisions are less empowered (IICBA, 2000; Arnott and Raab, 2000).

Moreover, the centralized education system is bureaucratic, unresponsive to local needs and has hindered greater local participation in education (Ayalew, 2000). Community members, parents, teachers and principals do not have power to make decisions on many school affairs. As a result the vast human and material resources of community could not be utilized to establish and strength the school system (IICBA, 2000). These situations have created negative results on access, quality, equity and relevance of education in

many developing countries. This is evidenced by failure of many governments that follow centralized education system to manage schools (World Bank, 2002).

The growth of the size of educational system and financial constraints of 1980s resulted in the ineffectiveness of the centralized system. Schaeffer (1994) further explains the causes for the ineffectiveness of the centralized system as follows:

- Governments often lack funds to provide all communities with the necessary education and thus are often unable to guarantee sufficient education to all children.
- The management capacity of bureaucracies has not kept up with the expansion of the system.
- Centrally – designed programs are seldom responsive to the needs of the poor.

In support of this, World Bank (2002) states that in a world where most governments have experienced the pitfalls of centralized education service provision, mainly: opaque decision – making, administrative and fiscal inefficiency, and poor quality and access to services, the theoretical advantages of decentralization have become extremely appealing. As a result, many governments have begun decentralizing responsibilities and decision making power to the local levels in order to foster community participation in school management (Nielsen and Cummings, 1997).

2.1.2 Decentralization in Education Management

Decentralization is the process of re-assigning responsibility and corresponding decision making authority for specific functions from higher to lower levels of government and organizational units (Fiske, 1996). In education, this trend is expressed by moving

decision making power closer to schools. It has involved a major shift to self governance and greater autonomy for schools. Moving governance and management decisions closer to local schools can enhance participation of local stakeholders or communities in making decisions on different issues of the schools. They make decisions on generating revenue, designing curricula, allocating resources etc (Shaffer, 1994).

The process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared with centralized systems. Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and eventually, improves coverage and quality. In particular, governments with severe fiscal constraints are enticed by the potential of decentralization to increase efficiency (World Bank, 2002).

In support of this UNESCO (2002) states that the centralized administrative structures in place of education in developing countries lack the human, financial and material resources needed to provide education for all. It has also negative results on quality, access and equity of education.

All these problems have made countries to search for other approaches to educational management and administration. Thus, international agencies and many governments began to consider decentralization as an efficient management of education (Wailer, 1990).

The assumptions of such devolution of decision making power will foster greater ownership, morale and commitment among stakeholders and the decisions made at the

school level become more responsive to specific individual school contexts Stevenson (in ADEA, 2003). Thus many countries are decentralizing responsibilities and decision making power to levels closer to schools by dismantling a centralized education bureaucracy. It is such devolution which leads to school based managements (Shaffer, 1994).

2.2 Rationale for Educational Decentralization

In a world where most governments have experienced the pitfalls of centralized education services provision, mainly: opaque decision – making, administrative and fiscal inefficiency, and poor quality and access to services, the theoretical advantages of decentralization have become extremely appealing.

The rationale for decentralized education management has been developed by recognizing the problems of centralized education system and research findings about more promising arrangements for improving education. These are:

- The school is the primary unit of change.
- Significant change is brought about by staff and community participation in decision making and implementation.
- Significant and lasting improvement takes considerable time, and local schools are in the best position to sustain improvement efforts over time.
- Alignment between budgets and instructional priorities improves under school – based management (NWREL, 2001).

There are numerous reasons for undertaking education decentralization According to Pagueo and Lammert (in ADEA, 2003) some of these reasons are:

Education finance: – generating revenue for education system from local resources by active involvement of local stake holders. The goal is to reduce financial burden from the central government.

Increased efficiency: - deals with how educational resources are used. It focuses on the elimination of many and long bureaucratic procedures and allowing local government units who know better the specific needs of this particular system to decide on resource allocation. This will result in better efficiency.

Educational improvement: – decentralization improves the quality of teaching and learning by moving decision making closer to the needs of each school. This will motivate teachers, principals, parents and other community members to do better job.

Redistribution of political power: – deals with how decision – making authority is distributed. It is seen as means to establish legitimacy of institutions by redistributing power and giving citizens a greater management role.

2.2.1 Decentralized School Management

The most commonly and widely used terms of decentralized education management is school based management (Levacie, 1995). It is often referred by variety of names, such as devolved school management, local school management, site based management etc (Arnott and Raab, 2000). School based management is a process that aims to decentralized decision making by transferring authority and resources from state

education agencies and school district offices to units such as, school board, school governance, councils, committees, or teams located at an individual school. Site or school based management is an approach to educational reform that allowed an individual school to make its own decisions related to finances, curriculum and etc (Fisk, 1996).

Similarly, Malen et al (in ADEA, 2003) state that school based management involves decentralization of shared decision making authority from the state to the school by setting a council or similar structure which consists of the principals, teachers, parents and other community members. As a result, formal authority is supposed to be delegated and redistributed to the council at the school site to make or influence decision related to budget, curriculum, staff and etc. this makes school authorities more accountable to the demands and needs of the community (NWREL, 2001; Shaefer, 1994).

2.2.2 Major Stakeholders in Education and Their Role

Under Decentralized School Management

Decentralized education management or school based management has brought major changes in the roles and responsibilities of the potential stakeholders such as central MOE, region, district and school. According to (NWREL, 2001) in the school based management it is individual school that is the center of change, but not the ministry, region or district. Thus, the traditional roles and responsibilities of potential stakeholders of education need to be changed.

Accordingly, the role of central or district education office shifts from monitoring the schools, giving directions, transmitting instructions and giving orders to people below them to serving as resources and facilitators for school level change efforts. Some functions of the office include: encouraging bottom up changes, facilitating the development of student and staff performance standards, offering technical assistance to the schools like providing training for school personnel and its management bodies.

Decentralization, especially manifested through school autonomy, has the potential to affect several of the characteristics of effective schools. According to Winkler (2007) some of these characteristics are:

High Expectation: By empowering parents and giving them information about the school's performance relative to national standards or benchmarks, decentralization increase parents' participation in school governance, raise their expectations of school performance, and lead to increased pressure on teachers and schools to perform.

Educational leadership: school autonomy gives headmasters and school administrators the tools and the responsibility to effectively lead the school. Headmasters can encourage school-based reform when they display good leadership and receive sufficient training to lead and manage the school community and, especially, the teachers.

Consensus and cohesion: School level decentralization is often accompanied by policies requiring teachers, parents, and administrators to jointly prepare school improvement plans, with grant funding provided on a competitive basis by the ministry of education. The joint preparation of school improvement plans can create a shared commitment to raise quality as well as incentives to work together to implement it. Teachers who shirk

this duty may face disapproval from their colleagues. In addition the increased power given to headmasters under decentralization gives them the opportunity, if not the obligation, to develop a vision and mission for school that is shared by both the faculty and the community. Under school autonomy, headmasters often acquire increased management powers to recruit, select, monitor, evaluate, and train teachers and to use the school's discretionary monies to fund that training .this combination of new powers allows headmasters to select teachers who share values and a common vision for the school's development. They also provide incentives for teachers to improve their classroom performance.

Parental involvement: Decentralization often promotes both the formal and informal participation of parents in the school. Formally, parents participate in meetings to select their representatives on the school management committee. Informally, parents are encouraged to donate money to the school, gaining a stronger interest in monitoring its finances and becoming more involved in their children's education. Involving parents more directly in the education of their children may also lead to changed behavior in the home, resulting in parents more closely monitoring their children's study habits.

Effective learning time: Decentralization is unlikely to have a large impact on how teacher use classroom time, but it has an important effect on teacher attendance. Teachers pressured by parents to reduce their absenteeism from the classroom and parents play a role in monitoring teacher's attendance.

2.3 Educational Organization and its Management: In the Ethiopian Context

2.3.1 Educational Management System during the Imperial Period

The introduction of modern education to Ethiopia was not an accidental happening. Rather it was the outcomes of the objective conditions in the country. The establishment of a central state authority and permanent urban seat of power, the arrival of foreign embassies, the development of modern economic sector and other conditions were some of the objective conditions that called for modern education in Ethiopia. Particularly around the end of the 19th century the practice of sending young Ethiopian abroad for higher education, become more intensified. (Ethiopian observer, 1970)

A proclamation encouraging the people to give greater emphasis for modern education has also been issued in 1905 (Blaten Geta Mahteme Selassie Wolde Meskel, 1970); which laid down the foundation for the spread of modern education in the country. Modern education officially commenced in 1914 with the opening of Menelik II school in Addis Ababa, Marking a significant step in the history of education in Ethiopia. Starting this time until early 1950, the government took full responsibilities to establish schools and hire teachers for the schools (Ayalew, 2000; Seyoum, 1996). The administration of schools was highly centralized and was the responsibility of individual school directors (Bender et. al. 1976). As a result the schools had not been in close contact with the community and remained as an island or foreign body. Their contact with community was limited to "Visits once or twice a year, when schools celebrated school day or parent's day" (Seyoum, 1996). Later on the enrolment of students increased

and the government was not able to build many schools as needed because of financial constraint (Geberakidan, 2001).

It was at this stage that the government had issued order no. 94 of 1947 to establish local board of education which was authorized for the accounting of local education expenditure Ministry of Pen (in Jeilu, 2001). The main responsibility of the local board of education was to ensure the expenditure of the education tax on elementary education in that province. However, the expenditure for education from the local education tax and from the government fund could not keep pace with the ever increasing students' enrolment (Gebrekidan, 2001).

2.3.2 Educational Management System during the Derg Regime

Consequently, the MOE in the Derg regime outlined the establishment of new relationships for the education system in a decentralized structures and intention of decentralizing education which calls for community participation as an immediate goal MOE (in Jeilu: 2001). The desire was encouraging community participation through the establishment of school committee. Accordingly proclamation No. 103 of 1976 gave emphasis to the establishment of the school committee that comprises parents, teachers, students and community representatives. The committee was given authority to manage and control schools in accordance with directives laid down by the MOE. Inline of the guide line, the committee was responsible for overseeing and operation of each school system by means of generating resources from their own localities (Gebrekidan, 2001).

Following this proclamation No. 260 of 1984 came up and strengthens the management of schools by establishing government and school committees. Each of these committees had members elected by urban dwellers or peasant associations. The government school committees were assigned to supervise the proper management and utilization of subsidies and overall administrations of the school property to ensure that it is used for what it is designed to (Gebrekidan, 2001).

Though, there was little shift of authority and responsibilities to the lower administrative levels and community organizations in Emperor's and Der'g regime, the system of educational management was highly centralized and bureaucratic that gave seldom responses to local initiatives and needs Mulugeta, Akililu, and Seyoum (in Jeilu, 2001). In support of this, TGE (1994) states that "in the last thirty years that objective and relevance of education in Ethiopia has become questionable and the impact of modern education on the day to day life of the society at large has been negligible and the vast majority of the population has no access to the system due to the inequitable distribution and the small numbers of schools in the country. In addition the system was also entangled with complex problems of quality" (TGE, 1994).

2.3.3 Current Educational Management System

The organization and management of the education system in Ethiopia after 1991 is highly decentralized. After the down fall of Military government, federal structure of administration has been introduced as means to overcome the problems of education system. The devolution of power to regions has changed the roles and responsibilities of the ministry especially, in the area of educational organization and management.

The 1994 Constitution of the Federal Democratic Republic of Ethiopia (FDRE) made possible decentralizing the education system by offering nations, nationalities and people greater decision making and institution building in their own regions. Thus, the devolution of decision making authority to regional states has changed the roles and responsibilities of educational organization and management. The new educational management system has five levels i.e. MOE, REB, ZED, WEO and School (MoE, 2002).

Accordingly, the ministry has also set standard guides in 1995 for itself, regions, Zones, Woredas and schools. The Ministry is responsible for providing professional support, setting country wide educational standards. On the other hand regions, zones, woredas and schools have shared responsibilities to implement the policy. But the roles and the responsibilities between woreda, and school were not clearly stated in the guideline. As a result there were problems in the implementation of policies at the grass root levels. Based on the weakness of implementation of the policy at the grass root levels, the Ministry of education has set another guide line in 2002. The guideline briefly states the authorities and responsibilities of school management from the ministry of education down to school. Thus, more attention and emphasis have been given to decentralize education management to woreda and school levels for more participatory decision making, implementation and monitoring (MOE, 2002).

2.3.4 Educational Management System in Addis Ababa

In view of the fact that Addis Ababa city is the capital of the Government of the Federal Democratic Republic of Ethiopia and the seat of the African union and of a variety of international organization as well as it is a reflection of large and growing residents' representatives of nations, nationalities and people .The 1994 constitution of the Federal Democratic Republic of Ethiopia stipulated that the residents of Addis Ababa have full power of self-government and that the details thereof shall be set out by law.

The first reorganization of the Ministry of education after the current government took power, was undertaken in 1994.The WEOs are the primary educational authorities responsible for the establishment and implementation of all educational activities- primary and secondary at the district level. They monitor the delivery of instruction in schools and mobilize resources for the operation of schools. The WEOs is administratively subordinated to the woreda council and also professionally and technically answerable to the regional and sub-city education office (MoE, 2002).

Accordingly, with the provision of Article 49(2) and 55(1) of the constitution of the (FDRE) the Addis Ababa city administration was established by the Addis Ababa City Government Charter Proclamation No.87/1997.Then in order that the competitiveness and developmental continuity of the city become real and being aware that the city can, by attracting investment, have substantial contribution to the improvement of the life of its residents and to the opening up of a way for the economic development of the country, it was found necessary to enable the city cope with time through self-renewal so that its operations and processes become efficient, effective and equitable as well as change-generative and receptive; whereas, it was found necessary to revise the Addis Ababa City

Government Charter Proclamation No.87/1997 by taking into account experiences gained in its application and by looking into the organization and management of the city from the perspective of democratic principles and good governance as well as contemporary trends of growth and development the Addis Ababa city Government revised charter proclamation No.361/2003 came in to being in 2003.

The Addis Ababa Education Bureau operates under a decentralized educational management system. The bureau has ten sub-city education offices and 116 Woreda education Offices. According to the bureau 2010 annual abstract in Addis Ababa city administration there were 969 Kindergartens ,696 Primary schools and 154 Secondary schools owned by government, public, private, missionary, church, mosque, NGO's and foreign community and there were 25179 Teachers.

2.4 The Woreda Education Office

The WEOs are the primary educational authorities which play an important role in the actual implementation of policies at the pre- primary, primary and secondary levels of education. Their staff comprises three to six people usually recruited among primary school teachers. They are responsible for: Collecting educational data and forwarding it to the Sub-city Education Office; monitoring the operations of the schools in the woreda; Participating in the evaluation of teachers' performance; organizing and facilitating community participation and support; and paying attention to the disciplinary affairs of teachers and students (MoE,2002).

The WEOs, with their duties & responsibilities are expected to efficiently implement the policy to foster community involvement in education management, encouraging bottom up changes, facilitating the development of student and staff performance standards, offering technical assistance to the schools like providing training for school personnel and its management bodies. However, the WEOs are not fully performing their tasks as efficiently as they were envisaged. Hence, schools are not getting full support from the community.

Inadequate planning & management capacity at the lower levels of the organizational structures is a critical problem in realizing the goals of education especially with regard to primary education. Skills to interpret policies collect and analyses appropriate data and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structures. (MoE, 2002).

2.4.1 Roles and Responsibilities of WEOs

The MOE standard guideline,(2003) shows that the educational management and organization in the Addis Ababa city administration has 4 lairs, namely, city administration education bureau, sub-city education office, woreda education office and school. The woreda education office which is closer to school is administratively subordinated to the woreda council and professionally and technically answerable to the sub-city education office. It is mandated with the following duties and responsibilities:

- Collecting educational data and forwarding it to the sub-city education office;
- Monitoring the operation of the school in the woreda;
- Participating in the evaluation of teachers' performance;
- Planning education for the woreda up to secondary level;
- Ensuring standards and the accreditation of institutions;
- Implementing and evaluating projects;
- Administering primary and secondary school;
- Monitoring and supervising programs ;
- Enhancing community participation by establishing administrative boards, PTsAs and other committees;
- Developing inter school integration and coordination;
- Allocating budgets to schools;

2.4.2 Factors Affecting the Managerial Performance OF WEOs

The Woreda education offices perform many tasks in managing the schools. But most of them have not been successful in the improvement of the schools, because of some factors. The works of Amundson and Cistone (in NWREL, 2001) identify and describe some factors that hinder the office's success in carrying out their responsibilities. These are:

Lack of knowledge:-Members of the office have little knowledge regarding to their responsibilities such as planning and decision making.

Lack of group process skills:-Members of the offices are often deficient in the skills of group decision making conflict, resolution, problem solving and other required for effective group work.

Lack of clarity about their role: - Is the woreda education office a decision making body or an advisory one? Assuming it has decision making authority, can it make decision about all aspects of the schools or only about some of them? In general majority of the office members face difficulty of identify their roles as decision makers or Advisory.

In addition to this Collins (2000) states that the effectiveness of the office members are hindered by lack of training, lack of time, lack of parental and community involvement, lack of government and community Support, lack of communication between the office and staff and lack of commitment of the office members.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Methods

In order to study the topic the researcher used descriptive survey method with a mixed quantitative and qualitative approach. This approach was selected on the assumption that it helps to gather enough and concert information for identifying factors affecting the roles and responsibilities of WEOs in the Addis Ababa City Administration. According to Best and Kahn (1999), descriptive survey method is more effective to investigate the phenomena in assessing the actual performance in their natural setting.

3.2 Source of Data

To accomplish the purposes of the study, relevant literature was reviewed. Besides, both of primary and secondary sources were used to solicit data

- **Primary Data:** were collected from education officers working at the Addis Ababa Education Bureau, sub –city Education office, Woreda education office, school principals, teachers and members of PTSA.
- **Secondary Data:** were collected from documents, and reports found at the bureau, Sub –city Woreda and school levels.

3.3 Data Collection Instruments

Three basic instruments were used in the process of gathering data necessary for the study. They were two set of structured and unstructured questionnaires (one set for the AAEB, SEOs and Woreda education officials and experts and the other set for school principals, teachers and PTSA Members). Interview was used to gather data from heads and experts of WEOs and SEOs. On the other had reviewing reports of the WEOs, SEOs and annual abstracts of AAEB were made.

3.4 Sampling Techniques and Population

Random sampling technique was used in selecting six (60%) of the Sub-cities. Accordingly Arada, Kolfeia Keranio, Gullele, Yeka, Bole and Kirkose were selected for the study. Then, five Woredas from each Sub-city a total of 30 (37%) Woredas were randomly selected. All schools in the sample Woredas were first stratified based on their grade levels and ownership status and then 90(25%), two primaries (one government and one private) and one secondary school were selected from each sample Woreda. Head, experts and officials of the Addis Ababa City Administration Education Bureau, Sub Cities and Woreda Education officials and experts were selected purposefully because of their positions and better knowledge of the research topic.

For the study, a total of 314 copies of questionnaires, 15 for Addis Ababa City Administration Education Bureau, 30 for Sub-City Education Office and 90 for Woreda Education officials and experts and 179 for school principals, teachers, and PTSA members were prepared and administered. Of this questionnaire; 271 copies (86.3%)

were returned and used. That is 13 (86.6%) from the AAEB, 26 (86.6%) from sub-city and 79 copies (87.7%) from Woreda education officials and experts, and 153 (85.4%) from school level sample representatives have been returned. Thus, it is sufficient to draw inference from the data and information collected.

3.5 Procedure of Data Collection

As stated earlier data was collected through questionnaires, interview and document analysis. As majority of the respondents of this research speak and write English, the questionnaires and interview were prepared in English and given to three experienced individuals to get feedback. Then they were piloted in four Woredas of the Arad sub-city in order to avoid errors related to language and ideas to enrich the framed items. The selection of Woredas was random as the purpose of the piloting stage was to confirm the applicability of the instruments. As a result of the feedback from experienced individuals in the field and the pilot test, corrections were made on the questions in the questionnaires. Then, the final copies were distributed to respondents and returned as presented in table 2.

In addition to this, the researcher conducted interview with experts and officials of the Addis Ababa Education bureau, Sub-cities Education offices and Woreda Education offices. Minutes of WEOs and SEOS were reviewed. The questionnaires and interview are attached with the final documents of the research.

3.6 Methods of Data Analysis and Interpretation

As indicated in Chapter One, Thus, the main purposes of this study are to identify factors that affect woreda education offices in carrying out their roles and responsibilities in school management data were collected from education officers working at the Addis Ababa education bureau, sub –city education office, woreda education office, school principals, teachers and members of PTSA.

Percentage (%) and frequency distribution were used to determine the personal Characteristics of the respondents and analyze the data. On top of this, to raise the quality of the data and information, interviews were conducted with 21 Sub-City and Woreda education officials and experts. The chi-square (χ^2) was also applied to test whether or not there is a significant difference between Officials and school level respondents and the level of significance: $P = 0.05$

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

This chapter deals with presentation, analysis and interpretation of the data that are categorized in two parts. The first part treats the characteristics of the respondents and the second deals with the analysis and interpretation of the data.

4.1 Characteristics of the Study Population

Based on the sampling procedure described in chapter three, the respondents of this study were the Addis Ababa city administration ,sub-city and Woreda education officials and experts, school principals ,vice principals, teachers and member of parent-teacher-student association .

To get relevant and dependable information, the selection of these sample representation was based on their position and their share of responsibility in managing Schools in the city administration.

For the study, a total of 314 copies of questionnaires, 15 for Addis Ababa City Administration Education Bureau, 30 for Sub-City Education Office and 90 for Woreda Education officials and experts and 179 for school principals, teachers, and PTSA members were prepared and administered. Of this questionnaire; 271 copies (86.3%) were returned and used. That is 13 (86.6%) from the AAEB, 26 (86.6%) from sub-city and 79 copies (87.7%) from Woreda education officials and experts, and 153 (85.4%)

form school level sample representatives have been returned. On top of this, to raise the quality of the data and information, interviews were conducted with 21 Sub-city and woreda education officials and experts. Thus, it is sufficient to draw inference from the data and information collected.

Table1. Characteristics of Respondents by Sex

Respondents						
	Education officials and experts (N=118)			School level (N=153)		
Sex	AAEB (N=13)	SEO (N=25)	WEO (N=79)	School principals (N=21)	Teachers and PTSA (N=132)	Total
M	10	25	60	16	106	217
%	77	96.2	76	76.2	80.4	80
F	3	1	19	5	26	54
%	23	3.8	24	23.8	19.6	20
T	13	26	79	21	132	271

As presented in table1, among the total of 271 respondents who were supposed to be key personnel with their position and responsibility in educational management only 54 (20 %) were females and the rest were males. The data also revealed that out of the total of 79 respondents at WEO level education officials and experts 19 (24%) were females. Moreover, among 153 respondents at school level who are the actors at the grassroots

level only 31(20.2 %) were females. Moreover, among 21 school principals who respond to this questionnaires only 5 (23.8 %) were females. The fewer number of females in management positions may have resulted from poor participation of females in the education system and lack of proper strategies to promote girls education.

**Table2. Characteristics of Respondents by Year of Service,
Experience and Responsibility**

Item of classification	Total years of services									
	1-5		6-10		11-15		16-20		Above 20	
	No	%	No	%	No	%	No	%	No	%
AAEB (N=13)	1	7.6	6	46.1	2	15.3	3	23	1	7.6
SEO (N=26)	3	11.5	3	11.5	0	0	13	50	7	26.9
WEO (N=79)	5	6.3	28	35.4	11	13.9	8	10.1	27	34.1
School level (N=153)	24	15.6	58	37.9	12	7.8	24	15.6	35	22.8

As shown in table 2, 12 (92.3%) of the City Administration, 23 (88.4 %) of the Sub-City and 74(93.6%) of the Woreda Education Officials and Experts, and 129 (84.3%) at the School level have a total service of 6 years or above. Thus, based on their long years of total services, one could say that they were the right person to share their views in support of this study.

Table3. Characteristics of WEOs Respondents in Educational Qualification

N O	Item of classification	Qualification WEO(N-79)											
		12+TT I		College Diploma		BA/BSC		MA/MA		PhD		TOTAL	
		No	%	No	%	No	%	No	%	N o	%	No	%
1	Woreda Education officials and Experts	–	–	6	7.5	54	68.4	10	12.7	–	–	70	88.6
2	Qualification in educational Planning and Management (EdPM) and related areas	–	–	3	3.8	5	6.3	1	1.3	–	–	9	11.4
	Total	–	–	9	11.3	59	74.7	11	14	–	–	79	100

Regarding educational qualification 9(11.3%) of the sample respondents have college diploma among them 3(33.3%) their diploma is in educational planning and management (EdPM) and related areas and 59(74.4%) have a first degree among them 5 (9.2%) their degree is in educational planning and management (EdPM) and related areas and the rest 11(14%) have Masters degree out of them only 1 (9 %) in the educational planning and

management (EdPM).this implies that the majority of the WEO members have adequate educational qualification even though only 9 (11.4%) of the respondents were qualified in educational planning and management (EdPM) and related areas their long year experiences make them appropriate for the position .

Table 4, WEOs Members Level of Knowledge and Practice of their

Duties and Responsibilities

NO	Item	Respondents (N-118)					
		City Administration and SEO(N=39)		WEOs (N=79)		Total	
		No	%	No	%	No	%
	How much do member of the WEOs Know their duties and responsibilities						
1	They do not know	—	—	—	—	—	—
2	They know some	21	53.9	26	32.9	47	39.8
3	They know half	7	17.9	17	21.5	24	20.4
4	They know more	11	28.2	36	45.6	47	39.8
5	They know all	—	—	—	—	—	—
	Total	39	100	79	100	118	100

Regarding WEOs Members level of knowledge and practice of their duties and responsibilities as shown in table 4, among the total 39 city administration and sub-city respondents 11(28.2%) said that they know and practice more of their duties and responsibilities and 7(17.9%) of the respondents assured that they know and practice half of their duties and responsibilities. The rest 21(53.9%) of the respondents said that they know some of their duties and responsibilities.

On the other hand, Among the 79 WEOs respondents 26 (32.9) know and practice some of their duties and responsibilities in addition to this 17 (21.5%) they know and practice half of their duties and responsibilities but the rest 36(45.6%) of the respondents they have good knowledge about their duties and responsibilities entrusted to them.

The significant number of respondents who have some knowledge and practice of their duties and responsibilities responded to the subsequent open ended questions shows that the reasons why they know and practice some of their duties and responsibilities are:

- Getting no or inadequate training.
- Being new for the position.
- Inaccessibility of guidelines at hand.

This variation in the level of knowledge and practice of the WEOs members in the areas of their duties and responsibilities has a great impact on their operations. Those who have good knowledge become active participants in making decisions and practicing their responsibilities, while others who have some knowledge could not participate actively in

decision making and practice their responsibilities. Hence it is absurd to expect the success of decentralized school management without the active participation of the existing woreda education office members.

Table 5. The WEOs Relationship with the SEO

NO	Item	Respondents (N-118)					
		City Administration and SEO(N=39)		WEOs (N=79)		Total	
		No	%	No	%	No	%
	The level of Relationship existed between WEOs and SEO is						
1	Very poor	2	5.2	9	11.4	11	9.3
2	Poor	15	38.4	21	26.6	36	30.5
3	Medium	19	48.7	40	50.6	59	50
4	Good	3	7.7	9	11.4	12	10
5	Very good	–	–	–	–	–	–
	Total	39	100	79	100	118	100

As it is indicated in table 5, 47(39.8%) of the total respondents said that the relation between the WEOs and SEO is poor or very poor while 59(50%) of the respondents assured that the relationship is medium. on the other hand, only 12 (10%) of the respondents rated it as high. This implies that the sub-city education office did not assist the WEOs in exchanging information, acquainting them with the ongoing guidelines, sharing ideas and working on problems that affected WEOs performance. Therefore one can conclude that the WEOs had weak relationship with sub-city education office.

4.2 Analysis of Managing Schools at the Level of Woreda

This part of the discussion presents the analysis of the data obtained from the questionnaires, interviews and different documents. The analysis focuses on the conditions necessary for managing schools and factors that hinder Woreda education offices of the Addis Ababa City Administration from discharging their roles and responsibilities in managing schools.

4.2.1 Conditions Necessary for Managing Schools at Woreda Level

Educational management highly depends on: the extent of participation of stakeholders, availability of skilled manpower, availability of finance (Budget), availability of necessary materials, the extent of effectiveness and efficiency of the management system and information and communication mechanisms. These conditions are in turn highly influenced by a number of factors in carrying out of the process. Global experiences have shown that considering these conditions in managing educational activities is found to be important for the successful achievement of the system.

To assess the conditions needed for managing schools at Woreda levels, questionnaires and interviews were administered to the respondents to gather their opinion. The responses on the extents of conditions for managing schools at the level of Woreda were collected using a Likert type scale of (Very Poor= 1, poor=2, Medium = 3, Good = 4 and Very Good= 5). Based on this, the calculated average mean values were interpreted as 0.05-1.49= Very Poor, 1.50-2.49= Poor, 2.50-3.49= Medium, 3.50-4.49= Good and above 4.49= Very Good. The average mean values below 2.50 were taken as threats and those above 2.50 were considered as opportunity.

Experiences have shown that managing schools could be effective and efficient if intensive exploration of the major components of pre -conditions is fulfilled. Table 6 indicates the responses on the conditions for managing schools at the level of Woreda as reported by the city administration, sub-city and Woreda education officials and experts. The data has been organized in to two groups, the sub-city and city administration (39 respondents) in one group and that of the Woreda (79 respondents) in the other group.

Moreover, to check the divergence between the observed and expected frequencies of the sample value, χ^2 (Chi-square) computation has been carried out. In this regard, it was observed that all the values of χ^2 Calculated from the observed frequencies were found to be greater than the table value which was 9.49 and Common for the two groups of respondents (Sub-city and City administration, and Woreda) at 4 degree of freedom and 5% level of significant. Hence the sampling could be considered significant.

Based on this, the analysis of responses on the ratings and on the open ended questions and interviews together with the review of relevant documents regarding the pre- conditions (the extent of: participation of stakeholders, resource (skilled manpower, finance and material facilities) capacity, effectiveness and efficiency of the management system, and information and communication mechanisms) of school management at the Woreda level is presented as hereunder.

Table 6: Rating on the Conditions necessary for Managing Schools at the level of Woreda

No	Factors	Respondents(Educational officials and Experts)																
		City Administration &sub-cities (N=39)								Woreda Education officials (N=79)								
		Very poor (1)	poor (2)	Medium (3)	Good(4)	Very Good(5)	X	Sd	Chi-square(x 2)	Very poor (1)	poor (2)	Medium (3)	Good(4)	Very Good(5)	x	sd	Chi-square(x 2)	Xave
1	Participation of stakeholders																	
	1.1 Community	1	2	33	3	—	2.9	0.4897	74.13	10	9	39	21	—	2.87	0.95	28.34	0.00
	1.2 Woreda Administrative Council(WAC)	—	24	12	3	—	2.5	0.64	17.0	—	35	35	9	—	2.67	0.67	18.46	0.00
	1.3 Teachers	—	13	23	—	3	2.8	0.79	15.38	—	33	25	12	9	2.94	1.01	21.71	0.00
	1.4 NGOs	2	18	17	—	2	2.44	0.83	11.69	—	19	51	—	9	2.99	0.82	40.85	0.003
	1.5 private Investors	—	24	13	2	—	2.42	0.64	14	—	—	36	34	9	3.64	0.67	18.6	0.00
2	Resource Capacity																	
	2.1 skilled manpower	4	14	21	—	—	2.43	0.706	30.154	—	5	53	12	9	3.3	0.75	83.17	0.00
	2.2 Finance (Budget)	11	7	19	2	—	2.3	0.88	18.74	5	16	49	9	—	2.78	0.72	64.14	0.00
	2.3 Material Facility	8	10	19	3	—	2.48	0.58	18.00	—	25	23	31	—	3.07	0.84	1.27	0.00
3	Effective and Efficient management system	7	10	18	4	—	2.49	0.66	9.692	—	25	14	40	—	3.18	0.89	12.46	0.08
4	Information and Communication mechanisms	9	5	25	—	—	2.4	0.82	13.564	16	—	51	12	—	2.75	0.94	39.32	0.00
	Average Mean Values	2.51								3.01								
	Average standard deviations	0.7								0.826								

X=mean value

P<0.05

x² = chi-square value P<0.05 xave= Average Mean Value=2.76

P= significance value=0000

Sd= standard derivation=0.763

I. Participation of the stakeholders

Basically, successful school management requires adequate participation of stakeholders. The participation of stakeholders ensures the management of education to be more effective, efficient and sustainable. In this regard, as indicated on table 6, the stakeholder's participation in general was rated as medium by city administration, sub-City and Woreda level respondents with an average mean value of 2.61. Hence it seems that, the stakeholder's participate in managing schools at Woreda level to some extent. As can be seen form Table 6, of the five major stakeholders (the community, WAC, Teachers, NGOs and the private investors) expected to take part in managing schools at Woreda level, the participation of the community Woreda Administrative council and teachers in managing School were ranked medium with average mean value of 2.90, 2.50, and 2.80 respectively by city administration, sub –city and Woreda respondents.

However, the participation of NGOs and private investors were rated as poor with average mean values of 2.44 and 2.42 respectively by the same respondents. Thus, it seems that the participation of WAC, community and teachers in managing education at Woreda level was fair and better than that of NGOs and private investors.

On the other hand, though the community participation was rated medium with on average mean value of 2.90, the interview made at Woreda level depicted that the slowly emerging community participation which seems encouraging for the future, lacked coordination and integration. This might be due to weak technical support made by WEOs to Schools.

Furthermore, NGOs involvement in enhancing education management activities, making financial and material support to schools, maintaining and constructing schools as well as mobilization the community to enhance education was observed poor. This might result from lack of capacity by NGOs themselves or inadequate efforts made by WEOs in making strong relation and collaboration with NGOs and fail to create enabling policy environment for the intervention of NGOs and to work with the corresponding WAC in opening doors to NGOs.

The participation of Private investors in promoting access and quality education was rated poor. This might result from lack of capacity of the private investors themselves, or they found it non profitable. On top of this, absence of enabling policy environment and transparent work procedures could also be a case. Moreover, it seems that the corresponding government administrative bodies and WEOs failed to create a mechanism to provide continues technical support and to create awareness on private investors to take part in enhancing education management activities.

II. Resource Capacity

Education as a social activity and where nowadays education has been given priority and more emphasis in connection to nation's development, the need to implement it requires adequate resources.

In the context of the study resource capacity refers to the degree to which the major factors skilled manpower, adequate finance and material facilities were available in managing schools at Woreda level. The extent of these factors were administered to the respondents to be rated by the city administrative education bureau, sub-City education

offices and Woreda education offices for their responses. As indicated in table 6, the resource capacity was rated poor with an average mean value of 2.40. This might imply the actual existing situations at Woreda level and the extent to which Woreda education offices discharging their roles and responsibilities could suffer from resource capacity constraints.

A. Availability of Skilled Manpower

Unless managerial and lead – technical positions of an organization are filled with the right mix of skilled manpower at the right place and time, educational management activity could be difficult. Regarding availability of skilled manpower the qualification of educational officials and experts and their experience availability of qualified teachers and the existence of capacity building programmers for both the administrative workers and teachers and some of its factors were administered to the respondents to be rated.

Basically the existence of skilled manpower is an essential element of an organization for it determines the degree of success of educational management activities. However, as indicate in table 6, the availability of skilled manpower was rated poor with an average mean value 2.43. This might be due to inadequate supply of skilled manpower in the labor market, unattractive payment or the design of poor organizational structure of the education system at Woreda level that could not attract qualified professionals. Hence, this factor seems seriously affecting managing schools at Woreda level.

On top of this the interview made with Woreda education officials and experts depicted that the existence of capacity building programmers like on job trainings, summer in service and distance education was scarce and weak.

B. Availability of Adequate Finance

The second factor of resource capacity was the extent of availability of adequate finance. Under this factor, a number of sub factors like allocation of adequate budget, the existence of diversified financial resource together with effective and efficient utilization of the existing finance were administered to the respondents at the city sub-city and Woreda levels. Availability of adequate finance was rated poor with average mean value of 2.3. This implies shortage of educational finance was among the major threats to manage schools at the level of Woreda.

In supporting this, the interview conducted with officials and experts at Woreda level have depicted the existence of extreme shortage of finance (budget) to implement education management activities at Woreda level. This could be due to shortage or poor allocation of budget or an alarming increase in the number of students.

Other than this, the conducted interview revealed that education offices and schools were forced to transfer their internal income to Woreda finance and economic development office (Regulation, No7/1997), where the Woreda education offices have no right to use it directly. On the other hand , as revealed by the interview conducted, the guideline developed by MOE stated that the Regional Governments should prepare a guideline for the schools in order to use the internal income they get from different sources by

themselves without endorsing it to the Woreda finance and Economic Development offices, MoE(2002) has not been practiced.

In addition to this, Interviewee has indicated that the budget allocated was not distributed on timely basis from Woreda Finance and Economic Development office (WFEDO). Thus, it seems that a number of factors have complicated Financial problems and consequently affected managing Schools at Woreda level.

In general, the extent of awareness on work collaboration and the sensitivity and timely basis of education management activities as were as the extent of managerial capacity of the corresponding WFEDOs could also be a question in this regard.

C. Availability of Material Facilities

Under material facilities, a number of sub factors such as availability of text books and other educational materials like furniture, equipments, etc, the existence of efficient logistic system to transport these educational materials and the extent of their timely destitution to schools were rated by respondents at the city administration, sub-city and Woreda education offices.

As depicted in table 6. The material facilities were rated poor with average mean value of 2.48. This might be shortages of finical resources that couldn't be able to cope up with the growing number of students.

Moreover, interviews conduct at Woreda level depicted educational materials as challenges in managing schools at Woreda level. It was also revealed by interviewee that

the long and bureaucratic process of textbook printing which is centrally handled by the City Administrative Education Bureau and the absence of the involvement of private institutions in the process were found to be the major reasons for the shortage of some text books and delays in its distribution. In supporting this, the interview conducted with Woreda level educational officials and experts depicted , lack of transport and shortage of budget were among the major factors that hampered timely destitution of text books and other educational materials and proper and frequent supervision of schools.

III. The Effectiveness and Efficiency of the Management System

The third condition considered in managing schools at Woreda level was the extent to which the management system was effective and efficient. Under this item, a number of questions like fulfillment manpower at technical and managerial positions, efficient utilization of the existing manpower, the degree to which power and authority was devolved to WEOs and in turn the WEOs devolved power and authority to Schools. The degree of follow up of follow up of education implementation process and the existence of facilities for managing Education activities, the extent of work relation of WEOs with SEO, AAEB, and schools and the extent to which technical support us given to WEOs from SEO and in turn the WEOs from SEO and in turn the WEOS give technical support to schools in managing education were Considered. As it could be observed from Table3, the item was rated poor with average mean value of 2.49. Regarding this issue, the interview conducted at Woreda level depicted that the management system become ineffective and inefficient due to inadequate human, financial and material capacity

which is aggravated by weak managerial capacity, poor experience and high turnover of educational officials and key experts.

Other than this, questions that help to assess the extent of education officials and experts having clear vision, knowledge and use of policy documents and guidelines were administered to 118 respondents from the City Administration, Sub-City and Woreda Education Officials and Experts. 39 (33 %) of respondents answered to “saw but never read it”, and only 23 (19.5) have “sufficient knowledge” on the guideline and the police documents, 10 (8.4%) “Don’t know it exists” and 35 (29.6 %) know it exists but “have not seen it” and 11 (9.3 %) read but didn’t understand.

On top of this, concerning the assignment and turnover of education officials and experts, questions like who assigns the WEOs heads? The extents of existence of turnover were administered to the respondents at Woreda levels. In this regard, the majority 89 (75.4 %) out of 118 respondents reported that he WEO heads wave assigned by Woreda administrative council. Moreover, as revealed in open ended questions, among the Creation reported by the respondents in assigning WEO heads, political affiliation was responded as the major factor.

Furthermore, concerning the existence of turnover of educational officials at Woreda levels , of 118 respondents at the AAEB, SEOs and Woreda level, 79 (66.9 %) were assured the existence of turnover of Woreda officials where as 32 (27.1 %) answered “NO” and 7 (5.9 %) do not answer the question . Concerning the causes for turnover of 79 respondents 45 (56.9 %), 23 (29.1 %), 11(13.9 %) have indicate that the causes for

turnover of educational official as political factors, inefficiency and lack of incentive respectively.

In addition to this the majority 53(67%) of the respondents responded that the rate of turnover of the Woreda heads in the last three years was 2-5 times. Considerable number, 14 (17.7%) of the respondents revealed turnover as more than 5 times and 12(15.2 %) less than 2 times. It seems that the turnover of Woreda education official was high but varies from Woreda to Woreda. Hence, the turnover might be due to inadequate and poor screening mechanisms or use of inadequate criteria during assignment and inappropriate assigning body.

Iv. The Extent of Information and Communication Mechanisms

The extent of information and communication mechanisms was also considered among pre-condition needed in implementing school management at Woreda level. under this item, a number of sub factors like availability of dependants data , the extent of using modern technologies (computers, networking systems, etc) and the existence of dependable projection to forecast future trends at WEOs and WEOs provision of clear information to its corresponding higher and lower level echelons were presented to the respondents.

Basically, the existence of information and communication mechanism is essential for the success of educational management.

However, the item was rated poor with average mean value of 2.4. To this effect, the existence of poor information and communication system could hinder Woreda Education offices of the Addis Ababa city Administration from discharging their roles and responsibilities in managing schools.

4.2.2 Factors Contribute to Successful School Level Leadership

Schools are the focal points of policy implementation. A number of factors affect the successful education management at school levels. In this regard, respondents were asked to rate the extent to which those factors assumed to be essential for the successful school level leadership. Using a five point Likert type scale which is represented by Very Poor= 1, Poor= 2, Medium=3, Good =4 and Very Good =5. For the purpose of analysis the mean values obtained were interpreted as 0.05-1.49= Very Poor, 1.50-2.49= Poor, 2.50-3.49= Medium, 3.50-4.49 = Good and points above 4.49 were considered as Very good. The mean values below 2.5 were taken as threats while the mean values above 2.5 were taken as opportunity.

Table7: Responses on Factors Contribute to Successful School

Level Leadership

No	Conditions	Responses in rating scale					
		School principals, teachers and PTSA representative (n= 153)					X
		1	2	3	4	5	
1.	Participation of the community in planning Education management activities.	23	46	69	15	–	2.49
2.	The role of the community in fulfilling school facilities.	10	30	41	72	–	3.14
3.	The community's financial support of schools.	–	62	61	30	–	2.79
4.	Participation of teachers' representatives in education management activities.	10	72	71	–	–	2.40
5.	The degree teachers are provided with deferent professional improvement training programs by the WEO.	40	32	71	10	–	2.30
6.	The roles NGOs play in maintaining schools.	20	32	51	40	10	2.90
7.	The role NGOs play in constructing New schools.	62	18	52	21	–	2.2
8.	Availability of qualified teachers in school.	–	20	31	72	30	3.73
9.	Adequacy of budget allocated to the school.	108	26	11	8	–	1.47
10.	Timely provision of text books to schools.	43	27	60	21	2	2.49
11.	Availability of text books in the school.	10	10	30	82	21	3.60
12.	Availability of educational materials other than text books (furniture, equipments, etc) to the school.	76	20	6	51	–	2.2
13.	The extent of decision manpower and authority at schools level.	30	43	67	13	–	2.4
14.	The extent to which the WEO gives technical support schools.	110	24	10	9	–	1.46

X = weighted mean values

Table 7 above shows the data organized based on the responses to the factors for successful management at school level as rated by school principals, teachers and members of parent –teacher-student association at school level.

Based on this table 7 depicted that among 14 factors identified, 3(21.4%) that is items 2,3 and 6 were rated medium with mean values of 3.14, 2.79 and 2.90 respectively . these factors include: the role of community in fulfilling school facilities , The community financial support to school and the role that the NGOs play in maintaining schools. The majority, 7(50%) the listed items which include items 1, 4, 5, 7, 10, 12 and 13 were rated as poor with mean values that range from 2.2 to 2.49. These items include: participation of the community in planning education management activities, participant of teachers' representatives in planning education management, the degree that teachers are provided with different professional improvement training programs by the WEO, the role that the NGOs play in constructing new school, timely provision of text book to school, availability of educational materials other than text books (furniture, equipment etc) to schools and the extent decision making power and authority at schools level.

Of all items presented in the table, 2 items (14.2) were rate as good with mean values of 3.73 and 3.60 was the 8th and 11th that is, availability of qualified teachers in schools and availability of text books in the school. This could result from the current attention given to the level or it might be the result of an increasing government and private teachers, training institutes and a better attention given to text book printing and distributing.

As depicted in table 7, 2 items (14.2%) were rated as very poor with mean values of 1.47 and 1.46. These items were referred to items 9 and 14 that are adequacy of budget

allocated to the schools and the extent to which the WEO gives technical support to schools. This implies except 5 items, all items were found to be threat in general. More specifically, however, scarcity of budget and the extent to which the WEO gives technical support to schools were perceived and rated as extreme problems in implementing education management at school level.

Basically, the success of school management depends on the degree of stakeholder involvement. In this connection the local community and NGOs play significant role. For instance, the participation of community in school level management foster greater ownership, morale and commitment over the intended activities and the schools there by consequently contribute to successful school management. As depicted in table 7, however, the participation of the Community representatives on planning education management activates was rated poor with mean value of 2.49. This might be the result of the low level of awareness on the advantage of participatory managements. Hence, it seems that the management of education at school level has been missing the involvement of the local community. Worse than this teacher who believed to be change agents in any school efforts were not active participants in educational management activates. To this effect, the participation of teachers' representatives in planning education management activates was rated poor with mean value of 2.40. This implies that the roles that teachers should play in enhancing education activities were not given proper attention by Woreda level educational officials and other concerned bodies.

On top of this, the role that NGOs play in constructing new schools was rated poor with mean value of 2.12. This could be resulted from poor capacity of the NGOs themselves

or due to inadequate efforts made by WEOs in making strong relation and collaboration with NGOs and fail to create enabling policy environment for the intervention of NGOs and to work with the corresponding WAC in opening doors to NGOs.

The degree of adequacy of budget allocated to schools was rated as extremely poor with mean value of 1.47. This might be due to lack of budget or an indication for the failure of the concerned bodies to identify the major problems and the needs of education activities.

In addition to this, the interview held at school level depicted the existence of inadequate budget allocation, delay in budget release, and absence of enabling policy environment to utilize the limited internal income obtained from different sources and lack of diversified source of income, lack of capacity in priority setting, poor managerial and technical capacity in managing even the existing scarce financial resource as serious threats of management at school level.

It is also believed that, the implementation of educational management also depends on the availability of educational materials and timely provision of text books to the school. However the study depicted that availability of educational materials other than text books (furniture, equipments, etc) and timely provision of text books were also rated poor with mean values of 2.2 and 2.49 respectively. Thus lack of availability of educational material (furniture, equipments, etc) and untimely provision of text books were found to be among the major factors revealed by the questionnaire at the school level.

Finally, the extent of decision making power and authority at schools level was rated poor with mean value of 2.4. Thus, the intention of developing decision making power

and authorities was not fully realized and consequently it could harm the actual implementation of education management at the school levels. This might also indicate that management function like decision making has not been conceived and practically implement at lower level echelons particularly at school level.

4.2.3 Problems Affecting Woreda Educational Offices From Discharging Their Roles and Responsibilities

For educational management process to be effective, deep exploration of the factors that speed up the process and the constraints that are assumed to be met during managing education enables to give timely decision and facilitates the way to effective and efficient achievement of the result.

In this regard, among other conditions that could be assumed to faced in managing education at the level of Woreda, the major ones were presented to the respondents to be rated by five point likert type scale. Based on this, the degree of seriousness of the problems in the WEOs were to be rated as Highly Serious=1 Serious =2 Some What Serious =3 Observed but not Serious =4 and Not Observed at all =5. Then the average mean value of the data gathered from the respondents was classified as highly serious from 0.05-1.49, serious from 1.50-2.49 somewhat serious from 2.50-3.49 observed but not serious from 3.50 -4.49 and not observed at all for the scares above 4.49.

Table 8: Rating on the problems affecting WEOs

N o	Problems/Constraints	Responses in Education officials and experts																	
		City Administration &SEO (N=39)								Woreda 79									
		Highly Serious(1)	Serious(2)	Somewhat Serious(3)	Observed but not Serious(4)	Not Observed (5)	X	Sd	Chi- Square(x2)	(Highly Serious(1)	Serious(2)	Somewhat Serious(3)	Observed but not Serious(4)	Not Observed (5)	x	Sd	X2	P value	
1.	Lack of participation of stakeholders	28	5	6			1.4	0.92	6		21	29	29		3.1	0.794	1.62	0.05	
2.	Lack of adequate information and date	4	14	21			3.07	0.66	9.62		5	48	26		3.2	0.57	35.14	0.08	
3.	Shortage of administrative skilled manpower		13	3	23		2.3	0.94	15.38		11	20	48		3.5	0.73	28.27	0.003	
4.	Turnover of Woreda education officials	9	1	15	14		2.9	1.15	12.59	3	23	43	10		2.76	0.72	46.92	0.003	
5.	Lack of experience of education officials & experts	7	6	19	7		2.7	0.98	11.76	5	6	40	28		3.15	0.82	44.79	0.00	
6.	Lack of incentives of education officials & experts	9	4	19	7		2.6	1.6	28.05	27	13	15	9	5	2.3	1.22	21.57	0.00	
7.	Less concern to give training for education officials & experts		16	13	3	7	3.02	1.11	10.54		8	57	9	5	3.1	0.67	94.11	0.00	
8.	Lack of experiences of school principals	7	6	14	9	3	2.9	1.2	8.56	5	6	33	14	21	3.5	1.15	34.1	0.01	
9.	Scarcity of financial resources	25	11	3			1.43	1.27	22.67	8	3	22	9	9	2.7	1.15	26.76	0.04	
10.	Shortage of educational materials	6	5	20	8		2.76	0.996	5.615	36	9	16	18		2.2	1.24	20.09	0.01	
11.	Inadequate organizational structure of WEOs	7	10	18	4		2.49	0.86	30.154		5	65	9		3.0	0.61	85.47	0.00	
12.	Absence of use of modern technology	16	9	7	7		2.3	1.47	5.615	8	27	39		5	2.6	0.91	39.43	0.13	
13.	Lack of group process skills	7		11	21		3.17	1.12	8	5		36	38		3.3 5	0.79	26	0.0 1	
	Average mean value	2.54									1.9								
	Average sd	1.1									25								

Concerning the problems that are related to Woreda education offices as indicated in table 8, thirteen potential constraints were identified from the literature. In these regard as depicted on table 8, 6(46.1) of the total items which includes items 4, 5, 6, 7, 10 and 13 were rated as “Somewhat serious” problems with mean values that range from 2.61 to 3.17. These included turnover of Woreda educational officials, lack of experiences of education officials & experts, lack of incentives for education officials and experts, less concern to give training for education experts, shortage of educational materials and lack of a group process skills.

Moreover, 4(30.7%) items were rated as “serious problems” with average mean values that vary from 2.3 to 2.49. These items include lack of adequate information and data, shortage of administrative skilled manpower, inadequate organizational structure and absence of use of modern technology. Worse than this, 2(15.3%) of the total items were rated as “Highly serious” problems with mean values that average from 1.45 and 1.43 respectively. These items include lack of participation of stakeholders and scarcity of financial resources.

The other critical elements refer to the availability of skilled manpower, inadequate organizational structure and use of modern technology at Woreda and school levels. Hoverer, as depicted on table 8, these items were fund to be poor. Hence, this might indicate to what extent the implementation of school management at Woreda level is suffering from inadequate skilled personnel, poor organizational structure that might not attract people as well as poor technological capacity. However, only one item that is item 8 refers to the extent of availability of experienced school principals was rated as good,

“Observed but not serious” problem with mean value of 3.63. This implies that there is sufficient number of experienced school principals.

Moreover, in order to see the significance of the sample values concerning the expected and observed frequencies of each group on WEOs problems as a total, that is; of the sub-city and city administration on one side and that of Woreda respondents on the other side, χ^2 (Chi-square) test have been computed and it was found that all the responses of each of the two groups of respondents were found to be significant.

4.2.4 Problems Encountered in Managing Education Activities at School Level.

Table 9, refers to 13 potential problems identified and administrated for rating respondents at school level. These respondents include; the school principals, teachers and members of Parent-Teacher-Student Association. The ratings were based on liker type scale that is Highly Serious=1 Serious=2 Somewhat Serious=3 Observed but not Serious=4 and Not observed at all= 5. Based on these, school principals, teachers and PTSA members have rated on the degree of these problems. The mean values were categorized in to 0.05-1.49 as highly serious, 1.50-2.49=Series, 2.50-3.49 Somewhat Serious, 3.50-4.49= Observed but not serious and equal to or above 4.50= not observed at all.

Table 9: Rating on the Problems Encountered in Managing Educational Activities at School Level.

No	Problems/ conditions	Respondents response in rated scale					
		School principals, teachers and PTSA Members (n=153)					
		1	2	3	4	5	X
1.	Absence or lack of participation of the stakeholders	10	30	82	21	10	2.94
2.	Absence of motivation in teachers	41	–	62	50	–	2.8
3.	Shortage of qualified teachers in schools	6	2	84	41	35	3.92
4.	Teachers' turnover	30	10	51	42	20	3.08
5.	Turnover of school principals	10	6	6	61	80	4.4
6.	Lack of student text books in schools	61	10	31	41	10	2.5
7.	Shortage of educational Materials (E.g. furniture ,equipments etc) at Schools	32	41	56	24	–	2.47
8.	Shortage of classrooms to accommodate the existing students	–	–	10	60	83	4.47
9.	Absence of maintenance of schools	10	40	42	30	31	3.21
10.	Shortage of budget to run school activities	71	30	42	10	–	1.94
11.	Inadequate management system at school level	30	41	30	11	41	2.9
12.	Lack of technical support from the WEOs to schools	37	24	72	20	–	2.49
13.	Absence of the use of modern technology on the school(E.g. computer, network system, etc)	54	20	31	48	–	2.47

As indicated in table 9, 6(46%) of the total items which include: items 1, 2, 4, 6, 9 and 11 were rated as “Somewhat Serious” problem with mean values ranging 2.50-3.08. these items include: the absence or lack of participation of the stakeholders, absence of motivation in teachers, teachers turnover, lack of some student text books in schools, absence of maintenance of schools and inadequate management system at school level. Moreover 3 (23%) items 7, 12 and 13 were rated as “Serious problems” with means values ranging from 2.47-2.49. These items include: shortage of educational material other than text books, lack of technical support from the WEOs to Schools and absence of the use of modern technology in the school. Worse than this, exceptionally one item rated as “Highly Serious” problem with mean value of 1.94. That is shortage of budget to run school activities. Exceptionally however , 3(23%) items 3, 5 and 8 shortage of qualified teachers in schools turnover of school principals and shortage of classrooms to accommodate the existing students was rated as good “Observed but not Serious” with mean value of 4.25.

Managing education activates at school level require activate participation of stakeholders, teachers motivation and stability, timely availability of student text books and maintenance of schools. As depicted on table 9, however, these factors were found to be medium. Thus it seems that more efforts should be made to improve the status of these factors for more and better educational management at school level.

In connecting with this, factors like shortage of educational materials, lack of technical support from the WEOs to schools and absence of the use of modern technology in the school (e.g. computers, network system etc) were also found to be threats.

In practice, however successful lower level educational management requires sufficient educational materials, adequate technical support to the school levels and use of modern technology such as computer and network system. However, the result obtained from Table 9 depicted that, issues related to educational materials, technical support and use of modern technology were found to be a daunting challenges were for educational Management at the school levels. This might also affect the actual provision of quality education which in turn affects the relative of educational management in schools.

Basically, educational management demands adequate financial resources contrary to this financial resource required for school level management depicted as highly serious factor .worse than this problems that are related to financial resources could also harm the extent of availability of all other factors.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data gathered from questionnaires, interview and documents, the following summary, conclusions and recommendations are made.

As it is stated in the introductory chapter, this study intended to investigate the factors that affect the roles and responsibilities of woreda education offices of the Addis Ababa city administration in school management and to come up with feasible recommendations to tackle the problems.

In order to achieve the purposes of the study, the following basic questions were raised.

1. To what extent are woreda education officials competent enough to discharge their duties and responsibilities?
2. To what extent are woreda education officials professionally prepared to carryout roles and responsibilities entrusted to them?
3. What factors do affect WEOs in performing their daily activities?
4. To what extent the relationship existed among WEOs, Sub-city education office and local community?

In dealing with the research problem, related literature was reviewed; the data for the study was collected by means of questionnaire, interviews and analysis of documents. A total 271 respondents working at different levels of the system composing Addis Ababa City Administration, Sub-City and Woreda Education officials and experts; school

principals, teachers and PTSA members participated in the study and 31 respondents were interviewed.

The data drawn from various sources by different data collection tools were critically analyzed and the following major findings were observed.

5.1 Summary

The extent to which stakeholders participate in educational management at the Woreda level, availability of skilled manpower, financial and material resources and facilities, and the extent to which effective and efficient management system as well as adequate information and communication mechanisms were assessed as major factors that could retard or promote education management at the level of woreda.

5.1.1 Conditions Necessary for Managing Schools at the

Level of Woreda

I. The extent of stakeholders' participation.

The involvement of stakeholders (community, WAC, teachers, NGOs and private investors) in managing education at woreda levels was rated fair with average mean value of 2.61. However, specifically, the study revealed the following draw backs on the participation of NGOs, private investors and the community.

- a) The participation of NGOs in enhancing education management activities at woreda level was rated poor with average mean value of 2.44. In this regard, the role NGOs played in making financial and material support to schools,

maintaining and constructing schools, and mobilizing the community to promote education activities was found to be weak.

- b) The involvement of private investors in education management was rated poor with average mean value of 2.42. In this connection, the intervention of private investors in education management particularly in increasing access and quality was found to be minimal.
- c) The participation of the community in managing education at woreda level was rated fair with average mean value of 2.90. Nevertheless, on the interview conducted, it was reported that though the emerging community participation is encouraging, it lacked coordination and integration. Other than this, the participation of the community and teachers representatives in education management activities at school level was rated poor with mean values of 2.49 and 2.40 respectively.

II. The extent of Availability of resource capacity. The resource (skilled manpower, financial and material) capacity was rated poor with average mean value of 2.07 specifically:

A. Availability of skilled manpower was rated poor with average mean value of 2.40. In light of this, shortage of appropriately qualified educational officials and experts, lack of experience of the existing personnel in WEOs and absence of sufficient capacity building programs were observed as threats in managing schools at woreda level.

B. Availability of adequate finance was rated poor with average mean value of 2.3. Moreover, the conducted interview revealed that WEO and school's were unable to utilize their internal income directly they transfer

to Woreda Finance and Economic Development Office aggravates the problem. On top of this the interviewee indicated that the budget allocated was not distributed on timely basis from (WFEDO). Thus, it seems that a number of factors poor allocation, distribution and utilization of educational budget have complicated financial problems and consequently affecting managing schools at Woreda level.

- C. The extent of availability of material facilities at woreda level was rated poor with average mean value of 2.48. Accordingly, shortage of educational materials like furniture, equipments, etc and long and autocratic process of text book printing which is centrally handed by the city Administration education bureau happened the system. Moreover lack of transport and shortage of budget were among the major factors that hampered timely distribution of text books and other educational materials other than this, availability of text books, timely provision of text books and availability of educational materials other than text book were rated poor with mean values of 3.60, 2.49 and 2.2 respectively.

III. The extent of effective and efficient management system.

The extent of effective and efficient management system at woreda level was rated poor with average mean value of 2.49 on top of this, the study revealed that:

- A. the study related that, of the total 271 respondents of this study at different organizational structural of the education system who have been selected based on their positive and share in responsibility in managing education, only 54(20 %) were females and the rest were males. The data also

related that from the total of 79 respondents at sample WEO level officials and experts 19(24%) were females. Moreover, among 153 respondents at school should who are the actor at the grassroots level only 31(20.2%) were females. Moreover, among 21 school principals who respond to thus questionnaire, only 5(23.8 %) were female.

- B. Concerning the extent of woreda education officials and exports having clear vision, knowledge and use of policy documents and guidelines of 118 city administration, sub city and woreda level respondents only 23 (19.5%) respond “Have sufficient knowledge” whereas 33 (33%) “saw but never read it” and 10 (8.4%) of respond that “they don’t know it exists” 35 (29.6% “Know the existence of the guideline and policy documents but never read it” the rest 11 (9.3%) Read but didn’t understand it.
- C. The study also indicated that inadequate screening mechanisms in assigning woreda education officials and their frequent turnover affected the WEO activities. Of 118 city administration, sub-city and woreda level respondents, 89 (75.4 %) reported that heads of WEOs have been assigned by WAC and it was also reported in the open ended questions that among the criterion used to assign heads of WEOs political acceptance was found to be the major one. On top of this, of 118 AAEB, Sub-city and woreda level respondents 79 (66.9%) assured the existence of turnover of heads of educational officials, at woreda levels, of the 79 same respondents 53 (67 %) reported that the rate of turnover of officials of WEOs ranged from 2-5 times in the last 3 years where as 14 (17.7 %) reported more than 5 times and 12(15.2%) reported less than 2 times , and again of 79 the

same respondents 42(53.1%) and 37 (46.8%) reported that among the causes of turnover political and better job opportunity were the major ones respectively.

IV. The extent of Information and communication mechanisms.

The extent of information and communication mechanisms in implementing school management activities at woreda level was rated poor with average mean value of 2.4. Accordingly, the availability of dependable data, availability and use of modern technologies (computers, networking system, etc) and the extent of using dependable projections to forecast future trends for managing education activities were observed weak.

The finding of the study also indicated that among thirteen potential problems that are related to education management at woreda level, 6(46.1%) of the total items which include turnover of woreda educational officials, lack of experience of educational officials and experts, lack of experience of educational officials and experts, lack of incentive for education officials and experts, less concern to give training for education experts, shortage of educational materials and lack of group process skills were rated as “somewhat serious” problems with mean values that range from 2.61 to 3.17. Moreover, 4(30.7%) items which consist: lack of adequate information and data, shortage of administrative skilled manpower, inadequate organizational structure and absence of use of modern technology were rated as serious problems with average mean values that vary from 2.3 to 2.49. Worse than this, 2 (15.3%) of the total items: lack of participation of stakeholders and scarcity of financial resources were rated as highly serious problems with mean value of 1.45 and 1.43 respectively.

On the other hand, among 13 potential problems that could be encountered in managing education activities at school level, 6 (46%) of the total items which include: the absence or lack of participation of stakeholders, absence of motivation in teachers, teachers turnover, lack of some student text books in schools, absence of maintenance of schools and inadequate management system at school levels were rated as “somewhat serious” problems with mean values ranging from 2.50-3.08.

Moreover, 3 (23%) items: shortage of educational materials other than text books, lack of technical support from the WEOs to schools and absence of the use of modern technology in the school were rated as “serious problems” with mean values ranging from 2.47-2.49. Worse than this exceptionally one item that is shortage of budget to run school activities were rated as highly serious problem with mean value 1.94. However, 3 (23%) items: shortage of qualified teachers in schools, turnover of school principals and shortage of class rooms to accommodate the existing students was rated as “observed but not serious” with mean value of 4.25.

5.2 Conclusions

This study was conducted to assess the factors that affect the roles and responsibilities of woreda education offices of the Addis Ababa city Administration. Therefore, pertaining to the findings deducted from the study, the following conclusions were drawn.

- 5.1.1 As experiences have shown, NGOs and private investors at large and the community in coordinated and integrated manner were expected to participate in multi dimensional ways (participation in cash, labor, material and knowledge) in education management activities and minimize the financial burden on the government in order to expand, access, improve equity, efficiency, quality and relevance of education to achieve the intended educational goal. However, the participation of NGOs and private investors in enchainning education management activities at woreda level was poor. Similarly community and teachers participation in managing education at woreda level was poor. Other than this, though, the emerging community participation seems to be encouraging, it lacked coordination and integration. The WEOs, with their duties and responsibilities are expected to efficiently implement the policy to foster community involvement in education management. However, the WEOs are not fully performed their tasks as efficiently as they were envisaged. Thus, the participation of the stakeholders was not to the expected level and this could create difficulty to meet the educational goals.
- 5.1.2 Basically, successful educational management requires adequate resource (skilled manpower, finance and material) and managerial capacities. However, the study

revealed that the education management at the grass root level was constrained by lack of capacity as indicated below:

- A. The existing administrative personnel at WEOs who qualified in the area of educational management were scarce and also capacity building programs have not been designed on sustainable basis for both educational officials and experts. From this it is possible to conclude that education management at woreda level in the city was not efficient and effective.
- B. The study has revealed that the budget allocated was inadequate. Moreover, absence of enabling policy environment to utilize the internal income obtained from different sources directly and the lengthy financial management process followed by delays in budget distribution and utilization of the allocated budget hampered managing education at woreda level. Thus it could be concluded that lower level education management was challenged by inadequate allocation of education finance which in turn hampered availability of manpower and educational materials.
- C. Untimely distribution of some text books and other educational materials like furniture, equipments, etc lagged lower level education management system. In this regard, shortage of some text books, lack of furniture and equipments, absence of maintenance of school, absence of transport, delays in timely distribution of text books have been critical problems in managing education. Thus, the education system was challenged by untimely provisions of some textbooks and other educational materials and facilities which in turn affected equity, efficiency and quality of education.

D. The education management at woreda level was not supported by effective and efficient management system. More than half of educational officials and experts lack knowledge and use of policy documents and guidelines. On top of this, inadequate screening mechanisms in assigning woreda education officials and their frequent turnover aggravated the problems of instability and inadequate experience of manpower, particularly at managerial positions. Other than this, female professionals as role models in promoting girls education were not encouraged to be assigned in technical and managerial positional at all levels of organizational structures of the educational system in the city. Thus, it is possible to conclude that education management at woreda level was challenged by poor management system.

E. Educational management at woreda level has been lagged by lack of adequate information and data system. Absence of use of modern technologies (computers, networking systems, etc) followed by weak information and data system, lack of using dependable projection to forecast future trends and lack of group process skill hampered the way to success. To this effect, it could be concluded that information and communication in implementing school management activities at woreda level suffered from poor quality and untimely information and communication systems.

In general the study conducted to investigate the factors that affect the roles and responsibilities of woreda education offices of the Addis Ababa city Administration revealed that the education management activities at woreda level lack proper participation of stakeholders, resource capacity and effective and efficient management system to realize the education goal.

- F. The educational officials can improve the education and make sound decisions when they have sufficient knowledge and practice of their duties and responsibilities. However, the study revealed that majority of WEOs members possess little knowledge and practice about their duties and responsibilities. In addition to this, many of the WEOs members have educational qualification that is not in line with educational planning and management (EdPM) and related areas. Moreover lack of guidelines at the hand of each WEOs affect the knowledge and practice level of the office members as a result they become incapable to carry out their responsibilities. Thus, WEOs do not have the required capacity to manage the schools.
- G. The SEO are the main and closest government organizations to WEOs. Therefore strong support from SEO is absolutely necessary for the proper function of the office. But the finding of the study revealed that the SEO did not assist the WEOs in exchanging information, acquainting them with the ongoing guidelines, sharing ideas and working on problems that affect WEOs performance. In addition of this, the office did not provide adequate training and experience sharing programs to the WEOS members in order to enhance their capacity. Hence inadequate technical and material assistance from SEO to WEOs have negatively affected their relations with SEO and their capacity to carry out the duty and responsibility entrusted to them.

5.2 Recommendations

Based on the findings and conclusions drawn, the following recommendations are forwarded to be used by practitioners and decision makers in order to minimize the existing problems.

Decentralized education management can succeed when implementers at the grass root levels have the capacity to execute their roles and responsibilities. However, the study revealed that the WEOs lack capacity to execute their roles and responsibilities. Thus, the efforts made by the education sector offices and the corresponding administrative bodies from woreda administrative council up to the city administration levels could not be undermined. However, based on the study conducted, it seems that the following suggestions should be given due emphasis.

5.1.3 Global experiences have shown that the participant of stakeholders (community, WAC, teachers, NGOs and private investors in implementing education management was found to be vital in promoting the system. In this regard, the study revealed that the extent of participation of NGOs and private investors in implementing education management activities at the woreda level was found to be poor. It was also observed that the involvements of teachers' and community in planning education management activities were found to be poor. Moreover despite significant progress, the community participation was challenged by lack of coordination and integration. Therefore, it is suggested that.

A) The WEOs in collaboration with the corresponding WACs should create enabling policy environment for increasing participation of NGOs to make them take part in education management activities at woreda level. Moreover, the Addis Ababa City Administration education Bureau, the Sub-city and

Woreda Education office should create NGOs- government forums to strengthen the collaboration between the NGOs and the government and thus create awareness for common and shared aim of providing education and to reduce financial burden from the government.

B) To strengthen the participation of private investors, the Addis Ababa City Administration and City Administration Education Bureau and capacity building office should further create conducive policy environment and transparent work procedures for private investors to take part in the management of education activities. Moreover, the administrative councils and educational officials particularly at Woreda level should facilitate the conditions for private investors in obtaining appropriate information and technical support which enable them to participate effectively.

C) To discharge two multi dimensional responsibilities (participation in cash, labor and material support, and skill or knowledge) of the communities, the WEO, in collaboration with the corresponding WAC should play roles in creating enabling environment for active participation of community and teachers as change agents to take part in education management activities at the woreda and school level. Moreover, coordinating and integrating community efforts through provision of technical support to utilize the vast human and material resources of community to establish and strength the WEOs management system.

5.1.4 The resource (skilled manpower, finance, and material) capacity at woreda level was revealed poor. Therefore:

- a) Investment on human beings in the form of education and training is perceived to be among the necessary conditions for sustainable and dynamic social development even though availability of qualified teachers at schools found in a good rate the availability of adequate skilled manpower at WEOs was observed poor. Therefore, it is recommended that, the WEOs should take action in assigning appropriate skilled manpower as to the recommendation structure of BPR other than this the efforts of AAEB to upgrade teachers' qualification in summer, in-service and distance education programs should be extended by assigning adequate budget. Moreover, regular TTC programs should also be strengthened by increasing the number of trainees and expanding the exiting college plants. This actually could also huge budget which in turn calls for asking support from external aid organizations.

Furthermore, short and long term trainings should be provided for WEOs officials and exports based on need assessment and followed by impact evaluation. On top of this, provision of workshops and conducting discussion forums that strengthen the capacity of woreda education officials and experts in creating clear understanding of guidelines and policy documents should be emphasized on continuous basis.

- b) Decentralized educational management can succeed when implementers at the lower level have the knowledge and practice of their duties and responsibilities. Thus, the SEO, AAEB, and other concerned bodies can increase the WEOs members level of knowledge and practice of their duties through develop a long and short term programs to provide adequate information and training for the WEOs members on the policy documents and guidelines at woreda level; arrange

experience sharing occasions to WEOs members in order to enhance exchange of information, ideas and opinions among them. Thus, the officials who came from other discipline other than EdPM can get lesson from the experienced ones and organize a forum for the discussion of shared responsibilities in decentralized educational management and its implementation could be important.

- c) The existence of positive relationship within the organization and with its external environment will promote the success of organization in achieving its objectives. As it is indicated in the study , the WEOs had weak relationships with the SEO. Therefore, the SEO have to provide training programs to foster the management activities of the WEOs members. In addition to this, the SEO and WEOs will decide and respect regular date and month to share idea, exchange information and solve the problems that the WEOs face and regularly visiting them and providing necessary support to the office members will enables them to develop a sense of responsibility and increase their capacity to execute their duties.
- d) Experiences have shown that without financial capacity increasing access, equity, efficiency and relevance of education is unthinkable. However, the extent of financial capacity in managing education at Woreda level was revealed poor. Therefore, it is recommended that, the AAFEDB, WFEDO, and WEOS should consider the case in-depth and try to allocate adequate budget based on need identification for the WEOs activities that could cope up with the roles and responsibilities entrusted to them. On top of this, creating awareness and enabling environment for stakeholders to generate revenue for WEOs activities from local resources by active involvement of community and NGOs to reduce financial burden from the government.

Moreover, it also seems that the Addis Ababa city administration should revise the financial regulation in order to make it encouraging the utilization of internal income obtained from diversified financial resources directly by WEOs and the schools.

Besides this, the WEOs should work in collaboration with the corresponding WFEDOs by creating common awareness on timely basis of educational management activities and financial management for timely allocation and utilization of the budget.

- e) Educational management that is not supported by adequate allocation, distribution and utilization of educational materials could not achieve intended goals. In practice, however, the study revealed shortage of educational materials as one of the major threats at woreda level. Therefore, AAEB should give due emphasis in assigning adequate budget and generating revenue for education system from local resources by active involvement of community's and NGO's in fulfilling educational materials that could fit to the growth of student number. On top of this, in fulfilling the use of local and low-cost materials are also recommended. Moreover, shortening the long printing and distribution process of text books by handling over some responsibility of text books printing for private investors rather than the governments alone carrying the printing process could minimize the existing untimely distribution of some text books.

5.1.5 The study revealed the existence of ineffective and inefficient management system in managing education at woreda level. Therefore, it is suggested that:

- a) With the support of the city administration and sub city education offices the WEOs should take immediate action in fulfilling the technical and managerial positions at WEOs.
- b) In promoting education goals gender issue was taken to be among the major areas of concern. However, the study revealed that female professionals have not been encouraged to take part in technical and managerial positions at all levels of the educational structures in the city. To this effect, participating female professionals as role models in technical and managerial positions at different levels of organizational structure by creating better and sound guidelines in the education sector will be vital in managing educational activities.
- c) The screening mechanisms when assigning woreda education officials should be based on professional competence rather than political affiliation. Moreover, the responsibilities of assigning WEO heads should be given to the corresponding SEOs. Here, the corresponding administrative councils, particularly, the WAC as concerned political entity should play a mediating and facilitating role rather than being final decision makers in the assignment processes.

Experiences have shown that a given educational management activities could be realistic and successfully implemented if supported by strong information and communication mechanisms. However, the study revealed that the extent of information and communication system in managing education at woreda level was poor. Therefore, it is suggested that, the City Administration Education Bureau, SEOs and WEOs should

take immediate actions by training appropriate personnel to improve the information and data system that enables to get timely and quality information at woreda level. Of course, expanding the modern information and communication system by fulfilling the necessary facilitates together with trained personal could ask huge budget. In this regard, creating conducive conditions for NGOs and other organizations to take part could minimize the government financial burden.

In general, concerning government bodies particularly, the education sectors and administrative council bodies at different levels of the government structures in the city Administration should give due attention in realizing and giving timely solutions to the problems recommended.

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Appendix – I

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Addis Ababa City Administration, Sub – City and Woreda Education Officials and Experts.

The purpose of this questionnaire is to obtain information about the factors that hinder Woreda Education Office of the Addis Ababa City Administration from discharging their roles and responsibilities in managing schools. For this reason, your participation in completing the questionnaire is important for the success of the study and the researcher as well.

Your response will be kept confidential. The information you provide will be combined with the information provided by others in the research report. No individually identifiable data will be in the report.

Note

- a) No need of writing your name on the questionnaire.
- b) For multiple choice questions please mark (x) in their designated box. For questions that require opinions, please write short and precise answer in the space provided.
- c) Please, follow the instructions provided for each part.

Thank you for your cooperation

Part – I

I. General Information

1. Working place (Address)

a) Sub-city _____ Woreda _____
b) School (organization's) name _____

2. Sex: a) Male ☐ b) Female ☐

3. Age: a) 20 and below ☐ d) 41-50 ☐
b) 21-30 ☐ e) 50 and above ☐
c) 31-40 ☐

4. Your current position _____

5. Academic qualification:

a) Certificate or below ☐
b) Diploma ☐ d) Advanced Degree (Master) ☐ PhD ☐
c) First Degree ☐ e) other (please specify) _____

6. Your field of specialization _____

7. Work experience (years):

a) As a teacher _____ d) As a head of the Education
office _____
b) As a principal _____ e) other positions _____
c) As a supervisor _____ Total years of service _____

Part- II

Conditions Necessary for Managing Schools at the Level of Woreda

Educational management is highly dependent on: the extent of participation of stakeholders, availability of skilled manpower, availability of finance / budget, availability of necessary materials, the extent of effectiveness and efficiency of the management system and information and communication mechanisms. These pre-conditions are in turn highly influenced by a number of factors in carrying out the process. To this effect, it is found to be essential to get the opinion of the respondents. Therefore, please try to rate the degree of these factors from your experience in educational management at the woreda level by using the following Likert scales. (Very poor = 1, poor = 2, Medium = 3, Good = 4, Very good = 5).

No.	Conditions Necessary for Managing Schools at the Level of Woreda	Rating Scale				
		1	2	3	4	5
I.	Participation of stakeholders					
	A. Community					
1	The extent to which the community takes part in education management activities at the woreda level.					
2	The degree to which the Woreda Education Office gets financial support from the community to manage education activities.					
3	The community's contribution in constructing and maintaining schools (e.g.; provision of materials, labor, etc)					
4	Work collaboration between the community and the woreda education office in promoting education activities (e.g.; monitoring and evaluating plan implementation).					
	B. Woreda Administrative Council (WAC)					
5	The extent that the woreda Administrative Council (WAC) create enabling atmosphere for community in managing education activities.					
6	Work collaboration of the WAC with woreda education office in performing education management activities (e.g.; planning, implementing and monitoring educational activities).					
7	The extent that the WAC creates enabling environment for stakeholders (NGOs and private sectors) to take part in enhancing education management activities (e.g.; to construct additional schools and maintain the existing ones, and to make financial and material support, etc).					
	C. Teachers					
8	The degree that the school teachers' representatives take part in educational management activities at the woreda level.					
9	Teacher's commitment to implement education activities.					
10	The extent that teachers create close relations with community to enhance education management activities.					
	D. Non-Government Organizations (NGOs)					
11	The degree of involvement of the NGOs in planning education					

	activities at woreda level.								
12	The extent that the NGOs make financial assistance for the implementation of education management activities								
13	The role the NGOs play in maintaining and constructing schools.								
14	The extent that the NGOs take part in mobilizing the community to enhance education activities.								
	E. Private Investors								
15	The degree that the private investors take part in increasing access to education (e.g.; by opening private schools).								
16	The extent that the private investors take part in raising the quality of education.								
II.	Resource capacity								
	A. Skilled manpower								
17.	Availability of qualified educational officials and experts at the woreda education office.								
18	The experience of the existing educational officials and experts at Woreda Education Office.								
19	Availability of capacity building training programs for educational officials and experts.								
20	The degree that the teachers are provided with different professional improvement training programs by the Woreda Education Office.								
	B. Finance /Budget/								
21	Allocation of adequate budget for woreda Education Office.								
22	The extent that the Woreda Education Office has diversified financial resource to manage education. (e.g.; internal income, support from community and other aid organizations).								
23	Timely availability of the allocated budget to woreda.								
24	The Woreda Education Office effective and efficient utilization of the existing finance by designing proper system.								
	C. Material Resources/ Facilities								
25	Availability of text books in schools.								
26	Availability of educational materials other than text books (like; furniture, etc) to run education.								
27	Existence of efficient logistic system at Woreda Education Office to transport educational materials (e.g.; text books, furniture, equipment, and others) to schools.								
28	Woreda education office timely distribution of text books to schools.								
III	Effective and Efficient Management System								
.									
29.	Fulfillment of technical and managerial positions at the Woreda Education Office.								
30.	Efficient utilization of the existing manpower by the Woreda Education Office.								
31	The degree to which power and authority is devolved to Woreda Education Office to manage education.								

32	The degree to which the Woreda Education Office devolved power and authority to schools to run school activities.					
33	The degree of follow up of education plan implementation by the Woreda Education officials and experts (e.g.; monitoring, etc).					
34	The existence of facilities (like; budget and material) for managing education at the Woreda Education Office.					
35	Work relation of the Woreda Education Office with schools.					
36	Work relation of woreda education office with sub-city Education office.					
37	Work relations of Woreda Education Office with city administration education bureau.					
38	Work relations of Woreda Education Office with Civil Service Bureau.					
39	The extent to which the Sub-city Education Office provides technical support to Woreda Education Office.					
40	The extent to which woreda education office provides technical support to schools.					
IV	Information and Communication Mechanisms					
41	Availability of dependable data in Woreda Education Office to manage educational activities.					
42	The extent of using modern technology in Woreda Education Office (like; computers, networking system).					
43	The existence of dependable projection to forecast future trends for managing education activities.					
44	Woreda Education Office capacity in provision of clear information to schools and Sub-city Education Office.					

Part - III

Factors affecting Woreda Education Offices from discharging their roles and responsibilities in managing schools

The major problems that are assumed to be faced in managing education at the level of Woreda are listed below. Thus, based on the current practical observation, indicate the degree of seriousness of the problems in the Office. (Highly Serious =1, Serious =2, Somewhat Serious= 3, Observed but not Serious =4, Not observed at all = 5).

No.	Problems/ Constraints	Degree of Seriousness				
		1	2	3	4	5
1	Lack of participation of the stakeholders (community, NGOs etc) in managing education activities at the woreda level.					
2	Lack of adequate information and data at the woreda level to plan school management activities.					
3	Shortage of administrative skilled manpower at Woreda Education Office.					
4	Absence of stability to promote education activity at the woreda levels due to turnover of Woreda Education Officials.					
5	Lack of experience of educational officials and experts to implement school management activities at the woreda levels.					
6	Lack of incentives for Woreda Education officials and experts (e.g.; adequate salary, chances for further education, etc).					
7	Less concern of Woreda Education Officials to give appropriate training for education experts					
8	Lack of experience of school principals to implement educational management activities at school level					
9	Scarcity of financial resources at Woreda Education Office.					
10	Shortage of educational materials at Woreda levels to run schools.					
11	Inadequate organizational structure of the Woreda Education Office.					
12	Absence of the use of modern technology in the Woreda education office (e.g.; computers, networking system, etc).					
13	Lack of group process skills (e.g.; skills of decision making, conflict resolution, problem solving and other required for effective group work).					

Part - IV

Assignment and Turnover

1. Who assigns Woreda Education officials and school principals? Please indicate your response by marking (x) in the space provided in the table.

Who assigns and replaces :	Addis Ababa city Administration Education Bureau (AEB)	Sub-city Administrative Council (SAC)	Sub-city Education Office (SEO)	Woreda Administrative Council (WAC)	Woreda Education and Training Board (WETB)	Woreda Education Office (WEO)
Woreda Education Office heads						
School principals						

2. What are the criteria to assign Woreda Education Office heads?
- _____
 - _____
 - _____
3. What are the criteria to assign school principals?
- _____
 - _____
 - _____
4. Is there turnover of woreda Education Office heads?
- Yes ☐
 - No ☐
5. If your answer for question 4 is yes, what do you think the cause for the turnover?
- Political factors ☐
 - Inefficiency ☐
 - Lack of incentives ☐
 - I don't know ☐
6. Indicate the rate of turnover of Woreda Education Office heads for the last three years
- Less than two times ☐
 - 2-5 times ☐
 - more than 5 times ☐

7. Please indicate short term training you participated in the past three years:

No.	Type of Training	Duration	Date
1			
2			
3			
4			
5			
6			
7			
8.			

8. Mark (x) if the guidelines and policy documents are available in the Woreda Education Office:

No.	Guideline or policy document	Available	Not Available
1	Education and training policy.		
2	Education and training policy strategy document		
3	School management guideline of MOE, 2002.		
4	Teachers' career structure guideline.		
5	Discipline guideline.		
6	Education sector development program I (ESDP I).		
7	Education sector development program II (ESDP II).		
8.	Education quality improvement program (EQIP 1) document.		
9.	Education quality improvement program (EQIP2) document.		
10.	Education Quality improvement program (EQIP3) document.		
11	Education Quality improvement program (EQIP4) document.		
12	Education Quality improvement program (EQIP 5) document.		
13	Education Quality improvement program (EQIP 6) document.		

9. Mark (x) if the members of the Woreda Education Office have knowledge and use of guidelines and policy documents.

N o.	Guideline or policy document	Don 't kno w it exis ts	Kno w it exist s but have not seen it	Sa w but ne ver rea d it	Read but didn't underst and	Have suffici ent knowl edge
1	Education and training policy					
2	Education and training policy strategy document					
3	School management guideline of MOE, 2002					
4	Teachers' career structure guideline					
5	Discipline guideline					
6	Education sector development program I (ESDP I)					
7	Education sector development program II (ESDP II)					
8.	Education quality improvement program (EQIP 1) document					
9.	Education quality improvement program (EQIP2) document					
10	Education Quality improvement program (EQIP3) document					
11	Education Quality improvement program (EQIP4) document					
12	Education Quality improvement program (EQIP 5) document					
13	Education Quality improvement program (EQIP 6) document					

10. How do you evaluate the overall effectiveness of the Woreda Education Offices (WEOs) ?

a) Very effective ☐

c) Fair ☐

b) Moderately effective ☐

d) very poor ☐

11. How much do members of the WEO know their duties and responsibilities?

- a) They do not know ☐
- b) They know some ☐
- c) They know half ☐
- d) They know more ☐
- e) They know all ☐

11.1 If your answer for question number 11 is 'a' or 'b', please list down the reasons

- a) _____
- b) _____
- c) _____

12. In your point of view, in what basic competencies do you think WEO officials need more development?

- a) Leadership ☐
- b) Change management ☐
- c) Communication ☐
- d) Employee – empowerment ☐
- e) Decision making ☐
- f) flexibility ☐
- g) other (please specify) _____

13. How does your office identify educational management problems?

14. How does your office identify the pertinent management development needs?

15. What major challenges is your office facing in management development practices?

16. If you have something to say with regard to WEOs?

Checklist
To be filled by Sub-city and Woreda Education Officials or Experts
Availability of Manpower

No.	Team/ section	Experts	Grade 12 complete		12 + TTI		Diploma level		Degree level		Total	
			Req	Av a	Req	Av a	Req	Av a	Req	Av a	Req	Av a
1	Office Head											
2	Formal and non formal Education coordination	Team leader.										
		Special and primary education.										
		Pedagogical research.										
		Secondary Education.										
		Basic and non formal Education.										
		Distance Education.										
		Health and physical Education.										
		Co-curricular activities.										
3	Educational supervision	Team leader.										
		Female Education Affairs.										
		Statistics and planning										
		Educational materials Coordination and distribution.										
		Supervisors.										
4	Capacity Building Programs	Team leader.										
		Experts.										
5	Technical and vocational education	Team leader.										
		Experts.										
6	Record officers											
7	Secretaries											
	Total											

Appendix – II

**Addis Ababa University
School of Graduate Studies**

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled By School Principals, Vice principals, Teachers and Members of Parent – Teacher – Student Association.

The purpose of this questionnaire is to obtain information about the factors that hinder Woreda Education Office of the Addis Ababa City Administration from discharging their roles and responsibilities in managing schools. For this reason, your participation in completing the questionnaire is important for the success of the study and the researcher as well.

Your response will be kept confidential. The information you provide will be combined with the information provided by others in the research report. No individually identifiable data will be in the report.

Note:

- a) No need of writing your name on the questionnaire.
- b) For multiple choice questions please mark (x) in their designated box. For questions that require opinion, please write short and precise answer in the space provided.
- c) Please, follow the instructions provided for each part.

Thank you for your cooperation

I. General Information

Part – I

1. Working place (Address)

a) Sub-city _____ Woreda _____

c) School (organization's) name _____

2. Sex: a) Male ☐ b) Female ☐

3. Age: a) 20 and below ☐ d) 41-50 ☐
b) 21-30 ☐ e) 50 and above ☐
c) 31-40 ☐

4. Your current position? _____

5. Academic qualification:

a) Certificate or below ☐
b) Diploma ☐
c) First Degree ☐
d) Advanced Degree (Master) ☐ PhD ☐
e) Other (please specify) _____

6. Your field of specialization? _____

7. Work experience (years)

a) As a teacher _____ d) As a head of the Education Office _____
b) As a principal _____ e) Other positions _____
c) As a supervisor _____ Total years of service _____

Part – II

Factors Contribute to Successful School Level Leadership.

Schools are the focal points of policy and plan implementation. A number of factors affect the successful education leadership at school levels. Based on this, rate the following in ensuring the implementation of education management at the woreda level (Very poor =1, Poor =2, Medium = 3, Good = 4, Very good = 5).

No	Conditions	Rating Scale				
		1	2	3	4	5
1.	Participation of the community representatives in planning education management activities at the woreda level.					
2.	The role the community plays in fulfilling school facilities (e.g.; constructing and maintaining schools, providing furniture, etc).					
3.	The community's financial support to schools					
4.	The degree the teachers' representatives take part in planning education management at woreda level.					
5.	The degree that school teachers are provided with different professional improvement training programs by the woreda education office.					
6	The role NGOs play in maintaining schools.					
7	The role NGOs play in constructing new schools.					
8	Availability of qualified teachers in schools					
9	Adequacy of budget allocated to the school.					
10	Timely provision of text books to schools.					
11	Availability of text books in the school.					
12	Availability of educational materials other than text books (furniture, equipments, etc) in the school.					
13	The extent of decision making power and authority at schools level.					
14	The extent to which the woreda education office gives technical support to schools.					

Part - III

The major problems that are assumed to be faced in managing education activities at school level are listed below. Thus, based on the current practical observation, indicate the degree of seriousness of the constraint in the system. (Highly Serious =1, Serious =2, Somewhat Serious = 3, Observed but not Serious = 4, Not Observed at all = 5).

No	Problems/ Constraints	Degree of Seriousness				
		1	2	3	4	5
1	Absence or lack of participation of the stakeholders (community, teachers representatives, NGOs, etc) in managing education activities at Woreda level.					
2	Absence of motivation in teachers in running education activities.					
3	Shortage of qualified teachers in schools.					
4	Teachers' turnover.					
5	Absence of stability to promote education activities at woreda levels due to turnover of school principals.					
6	Lack of student text books in schools.					
7	Shortage of educational materials (e.g.; furniture, equipments, etc) at schools.					
8	Shortage of classrooms to accommodate the existing students.					
9	Absence of maintenance of schools.					
10	Shortage of budget to run school activities.					
11	Inadequate management system at the school level.					
12	Lack of technical support from the woreda education office to schools.					
13.	Absence of the use of modern technology in the school (e.g. Computers, Network system, etc).					

Part - IV

1. What are the criteria to assign school principals and vice principals?
 - a) _____
 - b) _____
 - c) _____
2. Is there turnover of school principals and vice principals?
 - b) Yes ☐
 - b) No ☐
3. If your answer for question 2 is yes, what do you think the cause for the turnover?
 - a) _____
 - b) _____
 - c) _____
4. Indicate the rate of turnover of school principals and vice principals for the last three years.
 - a) less than two times ☐
 - b) 2-5 times ☐
 - c) More than 5 times ☐
5. Please indicate short term training you participated in the past three years:

No.	Type of Training	Duration	Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			

6. Mark (X) if the guidelines and policy documents are available in the school:

No.	Guideline or Policy document	Available	Not Available
1.	Education and training policy.		
2.	Education and training policy strategy document.		
3.	School management guideline of MOE, 2002.		
4.	Teachers' career structure guideline.		
5.	Discipline guideline.		
6.	Education sector development program I (ESDP I) .		
7.	Education sector development program II (ESDP II).		
8.	Education quality improvement program (EQIP 1) document		
9.	Education quality improvement program (EQIP2) document.		
10.	Education Quality improvement program (EQIP3) document		
11.	Education Quality improvement program (EQIP4) document		
12.	Education Quality improvement program (EQIP 5) document.		
13.	Education Quality improvement program (EQIP 6) document.		

7. Mark (x) if the school principals, vice principals and teachers have knowledge and use of guidelines and policy documents:

N o.	Guideline or policy document	Don't know it exists	Know it exists but have not seen it	Saw but never read it	Read but didn't understand	Have sufficient knowledge
1	Education and training policy.					
2	Education and training policy strategy document.					
3	School management guideline of MOE, 2002.					
4	Teachers' career structure guideline.					
5	Discipline guideline.					
6	Education sector development program I (ESDP I).					
7	Education sector development program II (ESDP II).					
8.	Education quality improvement program (EQIP 1) document.					

9.	Education quality improvement program (EQIP2) document.					
10	Education Quality improvement program (EQIP3) document.					
11	Education Quality improvement program (EQIP4) document.					
12	Education Quality improvement program (EQIP 5) document.					
13	Education Quality improvement program (EQIP 6) document.					

8. How do you evaluate the overall effectiveness of the school management?

d) Very effective ☐

c) Fair ☐

e) Moderately effective ☐

d) very poor ☐

9. How much do school principals, vice principals and Teachers know their duties and responsibilities?

a) They do not know ☐

b) They know some ☐

c) They know half ☐

d) They know more ☐

e) They know all ☐

9.1 If your answer for question number 9 is 'a' or 'b', please list down the reasons?

a) _____

b) _____

c) _____

10. In your point of view, in what basic competencies do you think school principals and officials need more development?

a) Leadership ☐

e) Decision making ☐

b) Change management ☐

f) flexibility ☐

c) Communication ☐

g) other (please specify) _____

d) Employee – empowerment ☐

11. How does your school identify educational management problems?

12. How does your school identify the pertinent management development needs?

13. What major challenges your school facing in management development practices?

14. If you have something to say with regard to WEOs?

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Interview guide for heads and other operational managers of the Addis Ababa City Administration Education Bureau, Civil Service Bureau, Sub-City Education offices and Woreda Education Offices.

I. General Information

1. Working place (Address)

a) Sub-city _____ Woreda _____

b) School (organization's) name _____

2. Sex: a) Male ☐

b) Female ☐

3. Age: a) 20 and below ☐

d) 41-50 ☐

b) 21-30 ☐

e) 50 and above ☐

c) 31-40 ☐

4. Your current position _____

5. Academic qualification:

a) Certificate or below ☐

b) Diploma ☐

d) Advanced Degree (Master) ☐ PhD ☐

c) First Degree ☐ other (please specify) _____

6. Your field of specialization? _____

7. Work experience (years):

a) As a teacher _____

d) As a head of Education office _____

b) As a principal _____ e) other positions _____

c) As a supervisor _____ Total years of service _____

2. To what extent do Woreda education officials know and practice their duties and responsibilities?

3. What are the criteria for selecting WEO heads?

4. What does the relationship between WEOs, sub-city education office and local community look like?
5. What technical and material supports are given to WEOs by SEOs and AEB?
6. How do the AEB and SEOs experts evaluate and monitor the activities of WEOs?
7. What major challenges do you confront in helping of WEOs perform their duties and responsibilities?
8. What factors do affect WEOs in performing their daily activities?
9. If you have additional idea regarding factors affecting the roles and responsibilities of the WEOs?

Thank you for your kind cooperation

List of Sample Woredas and Schools in six Sub-Cities

<i>Kolfe – Keranyo</i> Schools in Woreda (1,3,4,5 and11)	<i>Arada Sub- city</i> Schools in Woreda (2,4,5,6 and7)	Bole Sub- city Schools in Woreda (5, 6,9,12 and 13)	Yeka Sub-city Schools in Woreda (2, 3,8,10 and11)	Gullelie Sub-city Schools in Woreda (1, 5, 7,9and10)	Kirkose Sub-city schools in Woreda (4,5,6,8 and10)
Privet Primary	Privet Primary	Privet Primary	Privet Primary	Privet Primary	Privet Primary
Ehisan Atlas Eman Academy Merit Academy Noterdamo	Dagnachew Fekadu Basrael Blue sky Future Hops My Little Angles Super Little Flower	Ewket Chora Acadamy No.1 Hira Acadamy Adeka Youth Acadamy Ememuz Academy Atse Zerayakob	Karlyant Roda Blue Bird Ask Harvest Acadamy Hill Side	Alone Academy Elon Academy Imperial Academy Maranata Academy Shiferaw	Ratidem Youth Acadamy Blue Bird No.3 Surprise Youth Academy Brass Youth Academy New Life Youth Academy
Government Primary	Government Primary	Government Primary	Government Primary	Government Primary	Government Primary
Abune Basiliyos Repi Japan Kara kore Addis Hiwot Filipos	Key Kokeb Kebena Beherawi Bete Mengest Yetimhirt Bilichita Ethiopia Tikidem No. 1	Misrak Ber No.1 Goro Bole Gerji Bole Weregenu Addis Raey	Hizbawi Serawit Tesfa Berhan Salayish Dej.Wondirad	Dil Betigil Addis Berhan Ethiopia Hedassie Kelem Amba Meeraf	Worha Yekatit Meserete Ethiopia Agazian No.1 Tinsae Birhan Felege Yordanos
Government Secondary	Government Secondary	Government Secondary	Government Secondary	Government Secondary	Government Secondary
Ewket Lefre Repi Secondary Keranyo Medhanyale m Kolfe Milinium	Tikur Anbesa Agazian No.3 Meskerem Dagmawi Menilik Yekatit 66	Dr.Haddis Alemayehu Bole Beshele Lem Bole Hebereteseb	Kefitegna 12 Kokebe Tsibah Berhan Guzo Dej.Wonderad Karalo	Entoto Amba Yekatit 12 Del Ber Kechene D/Selam Meraf	Temenja Yaze Abyot Kirse Misrak Goh Shimelis Habte YetbaberutMeme herane(LC)

DECLARATION

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university and that all the sources of materials used for the thesis have been duly acknowledged.

Name: Ashenafi Birru

Signature _____

Date _____

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

Name: _____

Signature _____

Date _____