

ADDIS ABABA UNIVERSITY SCHOOL OF
GRADUATE STUDIES

Managerial Effectiveness of Wereda Education Officers in a Decentralized
Education System: The Case of Mejengir Zone

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ACRONYMS

WEOs	Wereda Education Offices/Officers
WFEDOs	Wereda Finance and Economic Development Offices.
WACs	Wereda Administrative Councils
ZED	Zonal Education Department
REB	Regional Education Bureau
MOE	Ministry of Education
RCBB	Regional Capacity Building Bureau
RCSA	Regional Civil Service Agency
PTA	Parent-Teacher Association

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the Study

Society expects a reasonably quantitative and qualitative return from its educational system where people are the subject of potential investment. This can not be achieved by mere wish; rather it requires knowledge of management. Apparently, schools as social institution, to achieve their goals of preparing the youth for citizenship and satisfy the pervasive prospect of the society for prosperity and improvement, the practice of efficient and effective management in education appears to be mandatory.

It is generally believed to be true that education determines the society's level of development and this depends on the success of schools in providing quality education. The success of schools in turn depends on the effectiveness of educational managers in their ability to manage, supervise, and give necessary technical support. To this end, an effective manager in an educational setting is central to the wellbeing of an education system. Hence, educational managers must be responsive, competent and professional if the objectives of educational policies are to be realized.

The educational management of Ethiopia prior to 1991 was totally centralized in which the major decision-making and planning activities take place at the central ministry (MOE, 1994: 8). This had been one among many of the educational problems faced the sector for a long period of time.

Ethiopia has embarked on a new socio-economic and political direction that aimed at improving performance and decentralized service delivery. Accordingly, structural changes have been taken place in education sector. After the formulation of the 1994 Education and Training Policy, the educational management system was rearranged adopting decentralized

form of management. Five levels – the Ministry of Education (MOE), the Regional Education Bureau (REB), Zonal Education Department (ZED), Wereda Education Office (WEO) and the school became the new structure of the education system. Decentralization has now replaced the previous deep-rooted centralized system in the current education system of the country (MOE, 2006:5).

Contrary to this as Tegegne and Kasahun (2007), asserts local governance particularly at lower levels of administration where governance and decentralization matters most, was not capable of bringing genuine self-rule. This is attributed to lack of power, resources and authorities required to effectively engage in democratic self-rule.

According to the Education and Training Policy, the decentralization of management along with other changes is believed to be the solution to many of the problems exhibited in the system. As a result, much of the activities and responsibilities formerly undertaken by the central ministry are now being devolved to the intermediate and lower levels of educational management.

UNESCO (2005a) indicates that decentralization makes sense if there is informed and empowered community and local institutions; the devolution of political administrative and financial powers to the lower level units, the threshold level of capacity for planning and management at local level; a sound database; monitoring, support services and accountability system Generally, capacity building is a basic prerequisite for materializing a system of decentralization so as to provide effective service delivery at different levels of educational hierarchy.

Ethiopia has made further steps in transferring responsibility and authority for managing basic education to Wereda level. While this management approach has been welcomed, it is believed that unless strong supportive mechanisms are designed and provided to Wereda education offices, the benefits of decentralization will become minimal (Mulugeta, 2001:101).

The Ministry of Education has proven that the skills to interpret policies, gathering and analyzing appropriate data for planning, and enabling school environment to meet the minimum quality standards are critically lacking at the lower levels of the organization's

weaknesses are identified and possible solution be recommended to concerned parties for the benefit of future improvement.

1.2 Statement of the Problem

Education, in order to fulfill its mission, has to be planned and implemented in a coordinated manner. Every educational activity requires planning according to its own established procedures, objective conditions and some innovation (MOE, 2006).

In a decentralized management of education, coordination of different stakeholders is necessary so as to ensure well-planned and effectively implemented educational programmes. Hence, the role of educational officers at different levels of the system is a key factor for the success of nation wide educational policies.

Managerial effectiveness in education can be affected by various interrelated problems and challenges since the success of educational programs is a function of different factors. Study shows that effectiveness of educational managers is a function of such factors as availability of trained personnel, appropriate administrative structure, communication mechanisms, basic infrastructure, inputs etc. (USAID, 2008:45).

Mejengir Zone is one of the remotest Zones in Gambella Regional State and it is criticized by environmental, administrative, infrastructural as well as human resource problems. It has been frequently criticized by different segments of the society that the level of commitment and ability of Wereda level decision makers to interpret policies, coordinate and monitor the overall activities of educational professionals is not adequate. Moreover, structural conditions of Wereda and Zonal education offices are not seem to be conducive, shortage of necessary facilities in schools and the motivational level of teachers are among the problems that might have affected the performance of educational program implementation. Thus, the blame for many of the problems revolves around and attributed to the decentralized managerial and administrative exercise. The bureaucratic service delivery in WFEDOs in releasing financial budgets timely as well as salary payment schemes are among the problems of the area. Moreover, interference of WACs in routine and technical activities of professionals is one of

the reasons blamed for most of the problems currently seen in the education sector of the Zone. To this effect, managerial effectiveness of the Wereda education officers in a decentralized education system requires the need for investigation in this area.

1.3 Objectives of the Study

The main purpose of this study was to assess the status of managerial practices and current situation of managerial effectiveness so as to identify the strengths and weaknesses of Wereda education officers in achieving education objectives.

The specific objectives of the study are:

- i) To assess the extent to which the Wereda education officers effectively plan, manage, coordinate and control their organization's duties;
- ii) To investigate the extent to which the existing organizational structure and enabled the WEOs to carryout their duties and responsibilities effectively.
- iii) To examine the adequacy of manpower, finance, material resources and other infrastructure in the WEOs for the success of educational programs and projects.
- iv) To investigate other possible potential problems that could retard the functioning and implementation of educational programs.
- v) To suggest some policy and administrative interventions that help to improve the performance of educational management at Wereda education offices.

1.4 Research Questions

The Study on Managerial effectiveness of Wereda education officers in a decentralized management system in Mejengir Zone aims to answers the following questions so as to fulfill the objectives of the study.

- 1) How effective are the Wereda education officials in performing their managerial functions (planning, decision-making, organizing, motivating, communicating and controlling)?

- 2) Does the existing organizational structure of the Wereda education offices enable to carryout decentralized roles and functions?
- 3) To what extent do the major stakeholders support the educational programs in the Zone?
- 4) What major factors do affect the managerial effectiveness of the education officers in implementing educational policies and programs?
- 5) How can Wereda education officers improve their performance to make educational programs effective?

1.5 Significance of the Study

This study is believed to be significant for the following reasons:

- a) The study may try to identify reasons for the poorly exercised managerial practices of Wereda education officers that hindered them attain efficiency.
- b) The study may add some knowledge to the study conducted in educational organization and management at Zonal level in the country and particularly in the study area.
- c) The findings of the study and the recommendations made may benefit the decision makers and educational managers of the study area to solve educational problems.

1.6 Delimitation of the Study

Wereda education offices are the nearest ones where schools could get the necessary support and guidance that enable them to carryout institutional activities. Many factors could affect the performance of Wereda education officers both internal and external to the organization. For many writers, managerial practices at local level could be affected by poor performance of the principals. Thus, to make the study manageable, it is delimited to those managerial functions of Wereda education officers related to planning, organizing, staffing, coordinating,

leading, controlling, decision-making, supervising, communication, and motivation functions as it is perceived by educational officers, supervisors, school principals and teachers.

1.7 Limitation of the Study

The focus of this study was to explore the current status of Wereda education officers in effectively managing the educational programs through gathering the data by means of questionnaire, interviews, and document analysis. However, during the data collection time, the researcher faced problem of access to some sample schools in some Weredas. This is because of lack of infrastructure such as transportation. This problem has been solved by assigning six teachers selected from teachers of those remote schools; the questionnaires were administered and collected by these teachers. Hence, it was mandatory to pass longer time and exert more energy during the data collection time in the field.

Moreover, it was impossible to conduct interviews as planned with WACs because they were not available in their office for long time due to field work and training at the time of data collection period. So the study lacks comprehensiveness in this regard.

1.8 Definition of Key Terms

- ❖ **Wereda education office:** the administrative level of the ministry of education in which schools are directly reporting to.
- ❖ **Zone:** an administrative hierarchy of government next to the region comprising a certain number of Weredas.
- ❖ **Education officers:** Educational team leaders, experts and supervisors assigned at Wereda education offices for managing, supervising and controlling educational activities of schools within the boundary of Wereda level.
- ❖ **Decentralization:** the territorial distribution of power and function between a sovereign state and its constituent parts, which can be regions, states or provinces. It entails the subdivision of the states; territory for self rule and democratic participation by the communities in those areas (Meheret, 2007:79).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter treats some important topics related to the main research title and the basic questions. The major topics are: Basic concepts of management in general and educational management in particular, organizational structure and culture, participation of major stakeholders, conditions for managerial effectiveness and strategies to improve management of education.

2.1 Basic Concepts of Management

Management has become one of the most pervasive phenomena of our time. A number of organizations, in public as well as private sector, are trying to acquire and apply this body of knowledge and skills in an effort to improve their performance. There is a widespread acknowledgment that organizational performance is not optimal and that modern management concepts and techniques have a great deal of promise for improving their effectiveness. As a result, management is gaining recognition as a profession, a number of individuals and firms have come into existence to offer their services as management consultants (AED/ BESOII, 2006:17). According to the same source, there are four factors that seem to explain the ascendance of management world wide.

1. Organizations have become large and complex. They have grown not only in size but also in diversity of their objectives. Diversification of functions has resulted in multiple roles being created for employees.
2. It is recognized that human resources are more important than physical and financial resources. It is the people that spell the difference between successful and unsuccessful, productive and unproductive organizations. While physical and financial resources are necessary, they can become productive only in conjunction with people.
3. Today's workforce is more aware more self conscious more aspiring. It has much wider exposure to outside environment and influences.

4. The discovery of new knowledge and techniques makes it necessary to educate and train people to apply it effectively.

From the aforementioned points, we can conclude that organizational management is crucial to cope up with the demands of the people and the attainment of objectives for which it is established.

Different writers define management in different ways. Donnelly, et al. (1992) defines management as the process undertaken by one or more individuals to coordinate the activities of others to achieve results not achievable by one individual acting alone. It is marshalling both human and material resources towards common organizational goals. Similarly, Adesina (1990) defines management as the organization and mobilization of all human and material resources to attain organizational goals. Management is about deciding what to do and when getting it done through and with other people by making the best use of available resources (Armstrong, 2003: 21). For Seyfarth (2005), management is the guidance, leadership and control of the efforts of a group of people toward some common objectives. It is a social interaction and economic process involving a sequence of coordinated events - planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. According to MOE (2005), management is “a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals” (p.18). The term ‘activities’ in the definition, however is comprehensive enough to include almost anything that a manager may do.

From the aforementioned definitions of management given by different writers, we can conclude that management is a distinct field of activities that are designed to promote and direct purposeful work in a given organization. In short, management is not an activity that exists in its own right; it is rather a description of a variety of activities carried out by those members of organizations whose role is that of a ‘manager’ i.e., someone who either has formal responsibility for the work of one or more persons in the organization or who is accountable for specialist advisory duties in support of key management activities- planning, organizing motivating and controlling. It is oriented towards results as well as actions (Cole, 2000:8).

All organizations establish a variety of goals and direct their energies and resources to achieve them; and all organizations have resources – human and non-human that can be used to meet these objectives. Management, therefore, is the force that unifies these resources i.e. it is the process of bringing available resources together and coordinate them to help accomplish organizational goals. Hence, the definition of management given by different writers is basically similar and mutually supportive i.e. helping the organization in achieving goals.

2.1.1 Managerial Skills

Managers can create opportunities for employees, judge performance accurately and encourage optimum productivity in their organization. Managers in all levels of an organizational hierarchy deals with managerial functions like planning, organizing, controlling etc; and as management is working with people, managers deal with the interrelationships between people, work and organization. For this, managers should develop the skills of communication motivation, leadership and work group formation which can assist managers with people aspects of their jobs. Managers should also deal with solving technical and professional skills that enable them to use tools, techniques or approaches in a specialized manner. When managers accomplish their duties and responsibilities in their organization, they need certain skills for the effective performance and goal achievement regardless of the level they are assigned in the hierarchy of organizations. Katz as cited in Ayalew (1991) provides the three basic skills required of a manager i.e., technical skill, human skill and conceptual skill.

Technical skill: Refers to the ability to use tools, techniques or approaches in a specialized manner. It implies an understanding of, and proficiency in, a specific kind of activity particularly one involving methods, processes, procedures or techniques. Technical skill involves specialized knowledge, analytical ability within the specialty and facility in the use of the tools and techniques of the specific discipline. In education for example, technical skill assumes an understanding of, and proficiency in, the methods, processes, procedures, and techniques of the teaching learning activities

Human skill: Managers must accomplish much of their work through other people and the coordination of different personnel requires knowledge about the behavior of people. For this,

human skill is essential. Human skill refers to the executive's ability to work effectively as a group member and to build cooperative effort within the team he/she heads. .

The human skill calls for the ability to select, motivate, work with, and lead employees either individually or in groups. As technical skill is primarily concerned with 'things' (processes or physical objects), so human skill is primarily concerned with working with people (Ayalew, 1991:3). This skill is demonstrated in the way the individual perceives (and recognizes the process of) his superior, equals, and subordinates, and the way he/she behaves subsequently. As such it requires considerable self understanding and acceptance as well as appreciation, empathy and an understanding of employee motivation, attitudinal development, group dynamics, human need, morale, and the development of human resources.

Conceptual skill:- Relates to the ability to integrate and coordinate the organization's activities – to see the 'total picture', how the different parts of the organization fit together and depend on each other and how the change in one part of the organization can cause a change in another part. Hence, the development of conceptual skill relies heavily on a balanced emphasis of administrative theory and organizational and human behavior (Silver, 1983: 78). Carol and Gibbon (1996) expanded conceptual skills in to a series of behavioral forces described as educational, symbolic and cultural into five forces as:

1. **Technical:-** It include being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization. Technical behaviors are basically the things that would ensure good, efficient and effective management.
2. **Human forces:** This behavior emphasizes human relations skills, implementing good motivational techniques, and building good morale within the organization. The appropriate use of participatory management is an integral part of this behavior.
3. **Educational forces:** These behavior forces on the conceptual knowledge of education. Skills include the ability to diagnose educational problems, carryout the functions of clinical supervision, evaluate educational programs, help develop curriculum,

implement staff development activities, and develop good individual educational programs for individual children.

4. Symbolic forces: These behaviors demonstrate to others those things that the leader believes important and of value to the organization. It involves proposing that continuous stream of actions by an organization's formal leadership which has the effect of inducing clarity, consensus and commitment regarding the organization's basic purpose.
5. Cultural forces: The cultural force of leadership bonds students, parents, and teachers together as true believers in the school. It takes on almost a religious fervor and special sense of personal worth and importance, grow out of membership in the organization. It is possible to have a strong or weak culture as measured by the amount of influence it has on participants (Carol and Gibbon, 1996:23-24).

The aforementioned skills required of managers can be acquired through education, experience and learning by observing, working with and relating to experienced administrators. For this, appropriate delegation system should be undertaken by top managers to delegate the expert under him to train the leadership and management activities in the organization. If successfully done, this method helps to overcome interruption of leadership as a result of promotion, turnover or others.

2.1.2 Managerial Functions

Regardless of the type of organization (business or service provider), all managers have certain functions. According to Donnelly et al. (1992), some of activities to be performed by managers are as follows:

a) Planning: Planning is specifying the goals to be achieved and deciding in advance the appropriate actions to be taken to achieve those goals. Plans and objectives on which they are based give purpose and direction to the organization, its sub units and contributing individuals. For the successful planning, managers must have the ability of setting vision and acquire appropriate planning techniques and procedure of implementing it. With regard to planning, West (1994) points out that "The purpose of hoshin planning is to focus the energies

of the organization through the creation of challenging goals to which individuals and teams feel that they can be committed” (p.63). The aims and objectives of education, for example, are to be realized through various programs and practices which need systematic planning. As Donnelly et. al. (1992) mentions, managers through their plans, outline what an organization must do to be successful. Therefore, all managers at different levels of organizational hierarchy must have skills of planning and ability to identify strategies to implement the plan.

b) Decision – making: All managers must make decisions and the quality of these decisions determine the degree of effectiveness. The decisional behavior of managers according to Hanson (1996) Play the following roles:

- Entrepreneur role - which sets up the manager as designer and initiator of planned change efforts;
- Disturbance handler role - which places emphasis on striving for peace and stability;
- Resource allocator role - in which the manager decides who gets how much of what and;
- Negotiator role - of resources tradition to bring about an acceptable solution to the needs of individuals and the requirements of the organization.

Campbell and Corbally (1983) on their part identified decision-making for educational leaders to have a sense of the institution or organization and understanding of the problem or situation about which a decision is needed; information sufficient to permit the design or understanding of available resources; and information to support the choice of a course of actions (Campbell and Corbally, 1983:125).

c) Organizing: Assembling and coordinating the human, financial, physical, informational and other resources needed to achieve goals. Activities include attracting people to the organization, specifying job responsibilities, grouping jobs in to work units (departmentalizing), marshaling and allocating resources, and creating conditions so that people and things work together to achieve maximum success (Batemann and Snell, 1997: 7). Educational managers, for instance, organize resources, buildings, furniture and equipment,

ideas and principles in to curriculum, time table, methods and experiments (Mohanty, 1990:15).

d) Communication: Information is life blood of an organization. As it is coated by Carol and Gibbon (1996:4), “to live effectively is to live with adequate information”. Effective communication helps administrators to reach subordinates with instructions, directives, policies, and subordinates’ tasks, performances, problems; and suggestions reach to superiors. Recognizing that communication is two way process, managers should be responsive to feed back and up ward information transfer timely without distorting concepts to be communicated.

Hanson (1996) noted managers as they are required to possess informational behavior. Hence, managers play:

1. **Nerve center role:** the manager is connected with every individual and every issue in the system and sends out those vital pulses that keep it unified and moving.
2. **Disseminator role:** one of transmitting facts, values, and ideas within and between the organization and its environment and;
3. **Spokesman role:** one of transmitting information to influential outside individuals and groups about the performance, policies and plans. Therefore managers should have communication skills to play other roles and responsibilities.

e) Motivation: An important aspect of management function today is motivating individuals to pursue collective objectives by satisfying needs and meeting expectations of subordinates and employees with meaningful work and value rewards. According to MOE (2006), workers perform better when they are satisfied and the level of performance decreases when teachers and other educational personnel are de-motivated. Colin (1994) states two brands of motivation –**first**, why people behave in the way they do in the workplace and **secondly**, how they can be helped to engage in work behaviors which are beneficial to the organization and themselves. At the center of de-motivating factors are income and living conditions on the one hand and issues related to good governance (MOE, 2006:45). It is further mentioned that issues of good governance include delay in payments of salaries, poor supervision and professional support, low regard and social status, lack of transference. Therefore,

educational managers should identify the needs of subordinates and the situation of the environment in which the organization is functioning so that appropriate motivational strategy is used accordingly.

f) Leading: Different scholars interpret the concept of leadership differently. Stogdill (1974, in Glatter, 2009) define leadership as “the process of influencing the activities of an organized group toward goal-setting and goal achievement” (p. 275). Silver (1983) also define leadership concept that it is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts toward common goals.

Glatter (2009) sees management and leadership as inseparable entities. Both terms imply an emphasis on vision, mission and purpose coupled with a capacity to inspire others to work towards the achievement of these aims. Hence, the leadership – management dichotomy is false because effective schools and/or educational organizations require good leadership and good management (Bolman and Deal, 1991 in Glatter, 2009:3). On the other hand, Alma et al. (2003) distinguishes between leadership and management as:

Leadership is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationships whereas management is the coordination, support and monitoring of organizational activities. Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding onto things you value. Management is about the functions, procedures and systems by which you realize the Vision (p. 267).

Bolman and Deal (1997, in Bell and Bush, 2002: 57) points out four leadership functions to serve four fundamental aspects of organizations as follows.

- Human leadership – refers to the leadership that develops positive social relationships, facilitates social interactions and participations, and enhances staff commitment and satisfaction in the educational institution;
- Structural leadership – refers to the leadership that develops clear goals and policies, establishes appropriate organizational structure for different roles, holds staff

accountable for results and provides suitable technical support to plan, organize, coordinate and implement policies in the institution;

- political leadership – refers to the leadership that builds alliances and coalitions, encourages participation and collaboration in decision – making and resolves conflicts;
- Cultural leadership – refers to the leadership that inspires and stimulates members to pursue institutional vision and excellent performance, builds up new institutional culture, and transforms the existing values and norms of staff in the institution;
- Educational leadership - refers to the leadership that provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnoses educational programs and encourages professional development and teaching improvement.

Managers should be leaders by serving as role models who will inspire subordinates, command, respect and fellowship. The managers therefore, need to adopt their management style to the situation. So the idea of professional and adversary leadership is vital in educational organization. Educational managers therefore should have both management and leadership qualities and skills so that they can attain the success of their institution's mission and ensure effectiveness.

g) Controlling: Improvements in educational activities can not be realized unless programs are monitored, regularly evaluated and reviewed. As noted by MOE (1999), the overall purpose of monitoring, review and evaluation in education is to assess whether implementation is proceeding according to the plan i.e., comparing actuarial achievements to the targets set during the planning phase. According to Wossenu (2008), developmental evaluation allows to explore definitions of 'successes' in teaching and learning. Another aim is to learn from past implementation to improve performance in the future. Hence, monitoring, reviews and evaluation provide vital support to the future planning and decision-making that takes place during program implementation (MOE, 1999:19).

h) Supervision: Instructional supervision is an important management function that can insure the designed course of action and discrepancy in the results of planned activities of

instruction so that made necessary adjustments are made timely. Sergiovanni and Startatt (2002) have asserted that the purpose of supervision of instructions is to help increase the opportunity and capacity of schools to contribute more effectively to students' academic success. Instructional supervision is based on the idea that it is helping teachers modify their instructional behavior and more effectively create learning environment for students. When school instructional capacity (teachers' knowledge of the subject matter they teach, skill in teaching, and classroom management) improves and teachers help one another, improvements in instructional quality follows. Hence, the concept of developmental supervision should be implemented in educational settings in which collegial rather than a hierarchical relationship between teachers and formally designated supervisors is established.

Instructional supervision (consultation) according to Dougherty M. (2009) is a collaborative process in which a problem is identified and interventions are selected and made. A strong force is placed on identifying the problem in specific and measurable terms and decisions are data driven. As it is pointed out by the above writer, the consultation or supervision procedure includes: establishing a collaborative relationship between the supervisor/consultant and the teacher identifying the problem to be solved, observing the classroom, assigning curriculum-based learning, and; planning instructional interventions and terminating (Dougherty M.2009: 274). Therefore, managers should establish regular supervisory program in order to help and develop the instructional activities and solve the schools and teachers' problems.

2.1.3 Indicators of Effective Educational Managers

Many characteristics and outcomes have been used as indicators of managerial effectiveness including productivity, efficiency, employee absenteeism, turnover, job satisfaction and morale, and evaluation by external entities (Campbell and Corbally, 1983). A performance indicator can be defined, according to Carol and Gibbon (1996) as "an item of information collected at regular intervals to track the performance of a system" (p.163). According to the Ministry of Education, the following points are considered to be some of the indicators of the effective educational managers.

1. Text books are produced in sufficient numbers and types and distributed to schools on time.

2. Supply of qualified teacher meet demand, and appropriately assigned / deployed to schools.
3. Teacher's salaries and other benefits are paid on time
4. Schools have copies of syllabus.
5. Schools are appropriately located across the region/ wereda.
6. A national, regional and wereda plans are available for provision of vision.
7. School inspection/Supervision occurs on an appropriate and regular basis.
8. Teachers receive instructional supervision on a regular basis.
9. Regional/ Wereda information flow to schools in a timely way and school information is conveyed to the wereda/ region.
10. Staff development activities for school personnel are well designed and implemented.
11. School facilities and buildings are in good repair and maintenance.
12. Each school has a functioning parent- teacher association.
13. Parents know how their children are progressing in their studies.

2.1.4 Management of Educational Organizations

Even though the basic skills and roles that manager's play in their organization is basically similar, educational organizations must be seen separately for its unique institution of service provider in public sector. Different reasons are cited for the special case of educational organization and Management and its attributes for the role it plays and the mission it achieves in the society. Campbell et al. as cited in Ayalew (1991:6), developed six continua to suggest what may be unique about management in educational organizations as:

1. Cruciality to society: Those educational institutions are the training ground for the personnel needs of other organizations.
2. Public visibility and sensitivity: Education is relatively more visible to the public and educational issues are more sensitive to many members of the community.

3. Complexity of functions: Educational administrators should primarily deal with teachers, students and other school personnel i.e., the human factor which makes his task more complex.
4. Intimacy of necessary relationships: The relationship between teachers and students, students and students, teachers to teachers etc is so strong and demanding that needs a closer attention and guidance on the part of the educational managers.
5. Staff Professionalization: The fact that teachers are considered to be professionals, the most appropriate pattern of authority in an organization staffed by professionals is collegial authority, whereby individuals enjoy autonomous over work.
6. Difficulty in appraisal: The change in knowledge, skills or attitudes, which influence behavior of students are not immediately or easily perceptible; it requires accumulation of evidence from many sources over a period of time to determine sustained changes in behavior.

Furthermore, uniqueness of educational organization is seen in difficulty of defining objectives, the fact that the input (raw materials) of educational institutions are human beings, and the training experience of managers and most staff in schools is usually similar, evaluation of results is distinct made educational organization different from other organizations.

Educational organizations are established to preserve, develop and enhance the value of the people. The Ministry of Education (2006) states that:

The value of education is essential not only for private individuals but also for the whole society. It is a public good when its outcome benefits people collectively, but also a private good when the benefits are direct to the individual ... Education needs to create cultural and social cohesion among the diverse people of the country (p. 27).

Hence, educational management is concerned with purpose or aims of education and this purpose or aim provides the crucial sense of direction to underpin the management of educational institutions. On top this, as Alma, et al.(2003) indicates, the practice of

educational management requires due attention as it is challenged by different factors like human and material resources, political influence, the increasing cost of education from time to time and change in technological development and globalization. As demand for education increases, the educational management also becomes more difficult to fulfill those needs. Educational organizations therefore, need to bear such social responsibility that has to be realized for the benefit of individual as well as society as a whole. In this regard schools are places for realizing the policies and objectives of the educational provision. With respect to this, Alma et al. (2003) capitalizes the role of schools as:

Schools have traditionally not simply provided students with knowledge and skills; they have also sought to socialize them in to certain cultural habits ultimately designed to make them better citizens ... schools in many instances are being asked to socialize children whose parents have failed to provide their offspring with adequate social capital. Schools are one of our last hopes for rebuilding a nation (p.157).

Therefore, educational managers must have the skills and knowledge of management that enable them to plan, organize, supervise and monitor the whole educational programs and activities so as to ensure the expectations of the state and the society as a whole.

2.2 Organizational Structure and Culture

Organizations are essentially collectives of people who define policies, generate structure, manipulate resources and engage in activities to achieve their desired ends. The educational organization is there to fulfill the objectives of the education policy. The complexities of educational organization demand appropriate management structure to promote effective and efficient development and the delivery of curriculum. As a result of this, educational managers need an analytical framework in order to identify elements of activities and duties which influence the way the organization functions. Organizational structure involves arrangement of activities and assignment of personnel to these activities in order to achieve organizational goals. Organizational structures define and clarify how required activities are grouped together, who is responsible to whom for what and the line of authority; they are the framework for getting work done, and they can be either effective or ineffective depending on

how jobs, authority and positions are distributed in the organization at all management levels of the education system (Armstrong, 2003:161). It illustrates the various relationships among various levels of hierarchy within the organization as well as horizontal relationship among various functions of the organizational operations (Candan, 1997: 225). As Torrington and Weightman cited in John (1994: 109) noted:

organizational culture is “the characteristic spirit and belief of an organization, demonstrated, for example, in the norms and values that are generally held about how people should treat each other, the nature of the working relationships that should be developed and attitudes to change whereas structure is simply a description of what people do and how they relate; it is a grossly simplified description of jobs and relationships (p. 109).

Since structures exist primarily as an instrumental device, careful consideration has to be given when designing it so as to bring about the intended goals of an organization. Organizational structures offer significant sign posts for educational organizations because they highlight the need:

1. for flexible staffing structures to cope with demographic changes and economic constraints;
2. For flexible authority structures with decision-making powers devolved to functioning units;
3. For functional structures which allow greater access to information and which encourage the constant generation of ideas (Handy, 1990 in John, 1994:113).

For Candan (1997) a good organizational structure is needed so that:

1. Each individual in the organization is assigned a role, responsibility and necessary authority. Each person who is assigned to an activity must know his position, his role and his relationship with others. He is responsible for efficient execution of his mandate and duties and is given the authority to do so.

2. The activities of all individuals are coordinated and integrated in to a common pattern in order to achieve the organizational objectives. Organization is needed for the purpose of integration and coordination of diverse activities in a cohesive manner.
3. The optimum use of human skill and effort is achieved. A good organization assigns the right person to the right job and this avoids misuse of human resources, resulting in optimum utilization of employee efforts. It is said that half of the work is done when you know what you have to do and how you have to do it. A good organization does this.

Hence, organizational structure, culture and management style etc are contingent on what the organization (or part of it) is there to do and on environmental situation. To this effect, appropriate organizational culture and management structure becomes an important factor for the effectiveness of educational manager.

2.2.1 Educational Management in a Decentralized System

Decentralization is a generic term which refers to the territorial distribution of power and functions between a sovereign state and its constituent parts which can be regions, states or provinces and entails for the creation of political and administrative self rule and democratic participation by the communities in those areas (Meheret, 2007:79). According to AED/BESOII (2006), the traditional 'command and control' approach to managing people in the organization is no longer valid and a whole new philosophy is needed to motivate people to higher levels of performance. Today, in both developed and developing countries, the tendency of states is towards the decentralization of structure but the forces to orient governments for such approach differ. As it is confirmed by the study (AED/BESOII, 2006), pressures by the local authorities or communities who demand more participatory decision making processes has generally been absent in least developed countries; rather two forces, in any of these countries, combine to push for decentralization: external pressure by international development agencies and experts and internal political expediency in national contexts where public authorities are unable to organize or finance basic public services (AED/BESOII, 2006:26). On the other hand, the practice and preference of decentralization is facilitated by a shift in social attitudes towards parents' rights to be involved in their children's education.

Hence, change in public opinion about the role and ability of government and the spread of democracy and popular participation have contributed to this shift (Gaynor, 1998:31).

As outlined by the report of AED/BESO II (2006), several countries have adopted the policy of decentralization neglecting strategies, which are heeded for its successful implementation. On the other hand, Seyoum (1996) identifies two basic questions to be answered for the precise identification of the level and type of decentralization in a particular country. They are related to the level to which such transfer occurs Regional, district, local/ school and; the type of person to whom responsibilities are given-are they professionals? (E.g. district education officials or head teachers) or people representatives? (E.g. elected district councilors or school board members). The writer has outlined the following points about the arguments for and against decentralization of organizational management.

In education decentralization enhances community participation in educational activities, localizes curriculum designs and facilitates the right of a child to use mother tongue in instructional activities. A recurrent problem is that staff at decentralized level has less skills in educational planning and management than the professional working at the central level. Hence, there is equally a need to create stable and rewarding posts at decentralized level (Seyoum, 1996:28).

2.2.2 Decentralized Educational Management System in Ethiopia

As a result of the newly formulated Education and training policy of 1994, the government has embarked upon the need to decentralize the educational management. It is clearly stated in the policy that “educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training (MOE, 1994: Article # 3.8.2).Accordingly, the system was restructured into five levels- the Ministry of Education (MOE), the Regional Education Bureau (REB), the Zonal Education Department (ZED), Wereda Education Office (WEO) and the school. Each level has assumed responsibility and authority delegated to them.

Decentralization is an intra-government transfer of authority and functions among units of administrative arrangement whereby authority and responsibility flow from top to bottom in a

single organizational hierarchy. It involves the transfers of tasks and workload to sub-units of the system. According to Hanson (1996), decentralization is not an all-or-nothing concept; it usually occurs in measured doses. The challenges for most governments, according to Rondinelli and Nellis (1986), have been to find the proper balance between centralized and decentralized arrangements and to link them in a way that promotes development most effectively. Morphet (in Hanson, 1996) respond to the issue of why certain decisions should be centralized or decentralized.

1. Those things should be done (or decisions made) centrally that do not require or involve local initiative and responsibility and can be done more effectively and economically on a centralized basis;
2. Those things should be decentralized and carried out on a local level which require decisions relating particularly to local needs and which, if done centrally, would prevent or limit desirable initiative and handicap the development of effective local leadership and responsibility.

Noting the complexity of the issue under discussion, Hanson (1996) suggests the following points to show the importance of decentralization. Hence decentralization:

- i) contributes to achieve broad political objectives,
- ii) increases administrative effectiveness;
- iii) promotes economic and managerial efficiency;
- iv) increase government responsiveness to diverse needs and demands;
- v) Promotes self determination and self reliance among local groups and organizations representing legitimate political interests.
- vi) Promotes appropriate means of designing and implementing local development programs.

Hence, decentralization expands the process of participation in decision-making as well as draws in the observations of those who are closest to the problem. With regard to the issue of

decentralization, Seyoum (1996) Indicates strategies to be used for the successful implementation of decentralization. A framework to implement a policy of decentralization consists of clarity in the distribution of authority; consolidation and reform of new and existing structures; the strengthening of an appropriate information system; capacity building programs and the greatest challenge- a change in institutional culture (Seyoum, 1996:25).

In general, decentralization makes sense if there is state level enabling conditions; informed and empowered community and local institutions; the devolution of political, administrative and financial powers to the lower level units; the threshold level of capacity for planning and management at local level; a sound database, monitoring and support services and accountability system (UNESCO, 2005a: 82). But in the current context, there have been challenges to implement the decentralized educational management especially at Wereda and school levels. Mulugeta (2001) has found that:

The structure put in place to implement programs at Wereda level seem to be defective, even this defective structure is not filled by competent personnel relevant to their positions... there is a dire shortage of skilled personnel and financial support to upgrade the skills of available manpower. On top of this recent government financial regulation obstructs our ability to use the assigned budget timely and appropriately (p. 101).

The writer attributed the cause for this problem to scarcity of resources and political factor. He further noted that there are three versions of political reasons.

1. Lack of adequate staff that can suitably be in charge of executing programs (policies) and those who possess the required qualifications to the relevant level.
2. Policy-makers inadvertently failed to anticipate the requirement of managerial capacity as well as resources at the time when policies and programs were conceived and/or formulated.
3. Heads of Education Bureaus, Zone Departments and Wereda Offices and staff therein are not only political appointees but also drawn from the ranks of teachers who hardly possess the caliber to responsibly discharge their duties (Mulugeta, 2001: 102).

On the other hand the report made by AED BESOI, (2006) realizes that:

Capacity at the Wereda level remain weak for sometimes given the limited resources for trained and capable human resources as demand level as the Wereda decentralization program is rolled out. Operationally, budgetary constraints contribute towards diminished capacity. In many survived Weredas, for instance, experts requiring field visits are not provided with adequate office supplies or logistical support. Institutional capacity caused by frequent changes in organizational structure is also another factor that negatively affects personnel as they find themselves working for jobs which they are not properly qualified (p. 65)

In views of these challenges, the ministry of education has also witnessed that the problem is to, as much as possible, clearly delineate responsibility and planned activities among the hierarchies of governance. From the aforementioned discussion, it can be concluded that many Weredas of the country have not yet fully assumed their decentralized responsibility and authority due, among other things, to insufficient and incompetent personnel, budgetary constraints and poor coordination between administrative and managerial bodies (Mihiret, 2007: 79).

Likewise, the key issue in any move towards devolution is the effectiveness of support systems including development opportunities. Unless there is local capacity for management, there is no advantage to making decisions where actions taken place. Hence, the principle of subsidiary argues not just for moving decisions to the action cite but also making local decision-makers competent (Mc Ginn and Welsh, 1999 in Glatter, 2009: 233). Some of the benefits of decentralization of educational management according to the author:

- Enables to respond to local needs in areas like curriculum design, realize the child's right to use mother tongue;
- Enhances community participation and expands sources of finance and other resources;
- Improve recruitment, training and development of teachers according to the needs of the schools;

- Enables to identify problems timely and give professional support accordingly;
- Increases the coordination of stakeholders to make them participate in planning and implementation etc.

2.3 The Need to Enhance Participation of Stakeholders

For effective and efficient attainment of educational goals, the support from all stakeholders (policy makers, planners and implementers) is strongly needed. Educational goals are unlikely be achieved unless there is full participation and support of key stakeholders at all hierarchies of the education system i.e., from the Federal Ministry to school level.

In countries like Ethiopia, following the decentralized system, commitment is essential from both higher bodies to directly support the decentralized units in such activities as planning, financing and implementing programs as well as those in the decentralized units to accept added responsibility, exercise authority and take initiative (Girmay, 1998:43).

When the top leadership sets goals and policies, it should also provide the necessary resources and other technical support workers need. On the other hand, if management body is not supportive and participatory and if both parties (managers and subordinates) are incompetent, then the result of even the best program will be a failure i.e., the journey to managerial effectiveness becomes a futile exercise. Hence, creating conducive environment and seeking support of stakeholders as well as making the implementers believe and accept the program will enhance their participation and commitment leading to managerial effectiveness. Therefore seeking support from critical interest groups and raising their level of participation should be given due attention by educational managers.

2.3.1 Parents and Community Participation

Increasing the involvement of others in educational provision make sense because schools alone can not do the complex job of educating children and making them good citizen. One of the most important key activities in the process of providing education for all is the active participation of parents and the community. As it is stated by Dodd and Konzal (2002) “parents are both teachers of their children and mediators of the school” (p157). Parental

involvement can build support for the school and its staff because parents who are involved in school activities are more likely to have more positive opinions about teachers (Dodd and Konzal, 2002:17). Dodd and Konzal (2002) further explicated the need to involve parents and the community that:

The relationship between home, school and the community can best be described as symbolic rather than separated and because resources are limited, the responsibility for educating the nation's children is both a moral and practical obligation that everyone must share (p. 108).

Parents' and citizen's opinions about schools make a difference because they affect the level of financial, material and political support in a given community. Clearly, educational managers need to find ways to forge links among parents, schools and the whole community agencies and resources of that particular locality so that children's needs be addressed. According to Gallagher R. et al. (2005) the ultimate objectives of school-community relation are to:

- Develop continuing public consciousness of the importance of educational process in a democratic social organization;
- Establish confidence in the functioning institution;
- Furnish adequate means to maintain its efficient operation and;
- Improve the partnership concept through active participation.

On the other hand, citizen's involvement and strong school community relation ensures a better understanding of what the community wants for its children on the one hand and also what the school expects from the community. Likewise, it provides a better opportunity for closer cooperation with local government agencies and community organizations that have an interest in education and public welfare. Generally, it helps to bring about increased use of community resources in the educational program implementation there by integrating further the school and the community.

According to AED /BESOI (2006), the community, through its association, can play the role of support and management of teachers, students, resources, improves the curriculum and managing the school calendar. It is from this point of view that the Education and Training Policy clearly indicates that the educational administration would be democratic leadership by boards or committees consisting of members from the community, teachers and students (MOE, 1994: Article 3.8.4). As it is witnessed by the ministry of education, in Ethiopia, the communities are now funding new school buildings and in building teachers' house in rural areas (MOE, 2006:87). Therefore, educational managers at different levels especially officers at Wereda level and school administrators must strengthen, coordinate and organize the involvement and participation of the community as they are key role players for the benefit of the society as a whole.

2.3.2 Involvement of NGOs

Now a days it is clear that the government alone can not fulfill the ever increasing learning needs of the population. In developing countries like Ethiopia where there are diverse priority areas to provide appropriate services for the citizen, the governments require working in partnership with non-governmental organization. NGOs do have resource to contribute that is additional to government support to meet the challenges of providing quality education. NGOs that are voluntary to support the educational programs have better opportunity by participating in such activities as: Training programs for employees such as educational personnel, school administrators, parents and teachers; construction of school buildings and maintenance activities, supply of educational materials, and equipments like student seats, laboratory and library equipment, reference materials etc.

NGOs both internal and external ones can aid support and participate in different ways and fields of activities at different levels for the fulfillment of educational programs and projects if they are fully consulted and coordinated. In Ethiopia, NGOs like The World Bank, The African Development Bank and also foreign donor governments like USAID participated in covering education expenditure (MOE, 2002:60). Therefore, policy makers and decision-makers, as well as planners have to establish a clear and workable policies, guidelines and standards and create enabling environment for local actions (UNICEF, 1993: 65). In general,

educational provision and programs need to be considered as a unified comprehensive system for UPE as well as quality assurance should encourage partnership among all concerned stakeholders.

2.4 Conditions for Managerial Effectiveness

Managerial effectiveness in education is a dependent variable which is a function of many interwoven and interdependent factors. Obviously, education is an expensive investment that requires the largest share of the country's scarce resources. On the other hand, population changes and demand for education increases and cost for it rise from time to time. To this effect, an effective and efficient accomplishment of educational activities is critical to satisfy the needs of individuals, the community and the nation at large.

Armstrong (2003) explains managerial effectiveness as "the extent to which what managers actually do matches what they are supposed to do" (p. 18). It is about performance which refers both to what people do (their achievements) and how people do it (their behavior). The measurement of effectiveness and performance, therefore, compares expectations about achievements about behavior with actual results and behaviors.

Effectiveness according to Silver (1983) is the organization's attainment of its goals. Thus, to ensure effective accomplishment of activities and fulfill organizational goals, such interactions as availability of resources (human, material and financial); commitment of major stakeholders; enabling organizational structure and culture should be realized. Support and commitment of political leaders, management bodies, the community members, the teaching and non-teaching staff, students and parents, and other governmental and non-governmental organizations are also strongly needed. Unless supported by real human commitment, goal statements are mere words (Armstrong, 2003:35).

An education system is said to be effective if skilled and competent managers and other personnel are assigned, adequate financial and material resources are available at every echelon of the education structure. And effectiveness is evident when the organizational structure and culture are conducive and supportive; when the major role players are committed enough for the achievement of educational goals at every hierarchy of the education system

(from the ministry to the school level). Thus, it is the business of management to ensure that all these variables are put in to their fullest use so that they can produce maximum results leading to managerial effectiveness.

2.4.1 Availability of Resources

Resources are important assets which are needed in every sphere of organizational activities. They are means of performing or accomplishing activities and are the major tools without which goal achievement of an organization is unthinkable. Resources can generally be classified as human, financial, physical technological, time, etc. Thus to perform educational management functions effectively, the presence of these resources in the required quality and quantity are essentially important. For our purpose, let us discuss the major ones-human, financial and material resources.

- A) **Human resource:** All organizational activity is performed through human beings. It is true that human resources are more important than physical and financial resources. It is the people that spell the difference between successful and unsuccessful, productive and unproductive organizations. While physical and financial resources are necessary, they can become productive only in conjunction with people (AED/BESOII, 2006: 18).

Managers are basically human beings serving in positions with a wide variety of titles such as head (bureaus, office, department), supervisor, team leader, division head, administrator, senior and junior experts etc. These and other necessary positions in the organizational structure have to be filled by professionals if an organizational goal is to be achieved and if the organization is to function properly and survive. To this effect, unless management and other positions of an organization (supervisors, administrative workers, teaching and non-teaching staff etc) are filled with skilled manpower, that is, with appropriate and the right mix of skills at the right place, achieving the intended objectives of educational organization will be a futile exercise. Moreover, the management capacity need to be raised to a level where it can mobilize financial and materials resources, respond to various requests and handles challenges effectively. In this connection, need identification and prioritization, timely allocation and distribution of material resources, together with effective and efficient

utilization of those resources requires strong technical and managerial capacity (human resource).

B) Financial Resources:- Money is the cornerstone for need fulfillment of both individual person or organizational goal and objectives. All other requirements of an organization can be fulfilled if enough budgetary requirements are realized. Because provision of education requires a huge amount of finance to be incurred, the government can not carry the immense educational expenditure of the country alone.

According to the ministry of Education, the Ethiopian government has identified strategies to expand the source of financing education. These are prioritization, diversification of resources, community participation and private investment, cost sharing and devolution of financial management (MOE, 2006:27).

Thus, it is the business of educational managers to effectively identify, coordinate and implement the financial sources of the system so as to fulfill the financial requirements of the activities towards the achievement of goals and objectives effectively.

C) Material resources:- availability of materials such as instructional materials like text books, teacher's guides, school facilities, furniture, equipments etc... are crucial inputs of education. In order to ensure quality education, for example, students should have quality text books and other instructional materials in sufficient quantity (as of the standard). There have to be adequate workshop and laboratory equipments, pedagogical materials and other instructional technologies for effective instructional activities. Since availability of material resources is determined by the financial capacity of the education system, the demand for material resources and other supporting facilities have also been considered as the standing problems in implementing educational programs in many developing countries including Ethiopia.

In view of the constraints on financial, physical and human resources facing the education sector of the developing countries including Ethiopia, therefore, the need to make most effective use of whatever resources are available is urgent and this requires good and effective and efficient management system.

2.4.2 Commitment of Stakeholders

The value of education is essentially not only for private but also for the whole society. It is a public good when its outcome benefits people collectively and private good when the benefits are direct to the individual. For this reason, it needs to be coordinated centrally and administrated locally (MOE, 2006:27). Education is a concern of every citizen for its utility is social as well as individual in nature. Thus, all stakeholders i.e., planners and implementers i.e. (Policy makers, political leaders at local as well as regional/ national levels, management bodies, community members, teaching and non-teaching staff, students, parents, school board committees, PTAs, interested groups and other governmental and non-governmental organizations should be involved and coordinated for the success of educational goals.

2.5 Strategies to Improve Management of Education

For improving managerial effectiveness in education, approaches to improve management functions are required. In managing educational organization in the current decentralized system, effective management must be seen as top priority by higher officials and policy makers in order to use the scarce resources allocated to education at all levels particularly at Wereda and school levels. According to Farahbakhsh (2007) the following areas need to be given proper attention.

1. Objectives for school/organization as well as individuals must be laid down with due care. The objectives should be understandable and measurable. Objectives should be revised if there is a change in environment.
2. Appropriate plans, policies and programs should be formulated and they should be communicated to all those who are involved in the achievement of objectives.
3. There should be a proper performance appraisal system.
4. Based on performance appraisal information, measures to improve performance should be identified and implemented.
5. A proper system of authority and responsibility should be created.

Another method to be used for the improvement of organizational effectiveness is by applying the management method called 'Management by objective' (MBO). Silver (1983) define

MBO as “a management technique that is representative of a Systems Approach that has been found effective in the analysis and design of schools and other organizations” (p. 64). According to Silver (1983), MBO entails specifying the purposes of the organization; identifying the particular objectives associated with each purpose or goal; establishing sub-systems for attaining each objectives; evaluating performance in relation to the goals and objectives; providing feedback to the appropriate subsystems so that adjustments can be made as necessary; and providing the inputs needed by each sub-system for maintenance and productivity. Thus, if managers and other educational experts are competent enough and if the method is appropriately implemented together with active participation and cooperation of major stakeholders, the journey to effective organizational goal achievement can be insured. Therefore, it seems that leaders should have a new set of leadership beliefs and competencies that can transform the old and traditional constraints, facilitate educational changes and develop an appropriate school environment.

CHAPTER THREE

RESEARCH METHOD

The purpose of this study was to assess the current managerial effectiveness of Wereda education officers in implementing educational policies and programs in a decentralized education system. The nature of the research topic and the basic questions demand to collect data from diverse sources. For this, both quantitative and qualitative approaches were followed. To obtain tangible information, descriptive survey method was employed because the method is more helpful to assess the existing situation of the performance of education officers. This approach could enable us to obtain information from diverse sources and large number of respondents. Quantitative data were secured through questionnaires while qualitative data were obtained from interviews, document analysis and observation schedule.

3.1 Source of Data

The primary data source for this study was obtained from Wereda education officers, principals/deputy principals, and teachers whereas secondary data was secured from document analysis and observation schedules.

3.2 Sampling Techniques

The sampling techniques used were stratified proportionate, availability, purposive and simple random sampling methods. Schools were grouped into two: schools with Amharic medium of instruction and schools with local language medium of instruction. Though the two groups of schools and their respective teachers share many common features, it is believed that there are challenges unique to those schools with local medium of instruction. Hence, stratified sampling technique is appropriate to ensure the representativeness of the teachers in the two types of schools. Availability sampling technique was used to include the only available one preparatory school in the Zone. This method was also used to obtain educational officers because of manageability of their number. Purposive sampling method was used to identify respondents of school principals. Simple random sampling technique was also used to draw sample of teachers from the two categories of schools.

3.3 Sampling Procedure

Mejengir Zone contains two Weredas; namely Godere and Mengeshi weredas. A recent data source secured from the two Weredas show that there are a total of 30 schools within these Weredas. Out of these thirty schools, fourteen schools (seven from each Wereda) were selected on the basis of stratified, purposive and availability sampling techniques. Thus, nine schools were selected from schools whose medium of instruction is Amharic and five schools were taken from schools whose medium of instruction is local language. Out of 474 teachers, 142 of them were randomly selected (129 and 13 teachers from schools of Amharic and local medium of instruction respectively). Moreover, out of the available 20 education officers (heads, team leaders, senior and junior experts and supervisors) in the two Weredas all of them were taken because their number is manageable. All in all, a total of 180 respondents were taken from 524 total population i.e., 142 teachers (111 male and 31 female), 18 principals/vice principals (all male), and 20 education officers (18 male and 2 female) were the subject /respondents for the study.

Table 1: Sample Schools from the two Weredas

No	Name of Wereda	Name of Sample schools	grade Level	medium of instruction
1	Godere	1. Tinishu metti prip. School.	9-12	Amharic
			1-8	”
		2. Toli elementary school.	1-8	”
		3. Akashi “ “	1-4	”
		4. Hora “ “	1-8	”
		5. Gelesha “ “	1-8	”
		6. Tilku Metti “ “	1-4	”
2	Mengeshi	7. Gumare “ “		
		1. Jein elementary school.	1-8	”
		2. Abiy 2,3 “ “	1-8	”
		3. Dushi “ “	1-4	local
		4. Shone “ “	1-4	”
		5. Baya “ “	1-4	”
		6. Kumi “ “	1-4	”
7. Godere “ “	1-8	”		

3.4 Instruments of Data Collection

The instruments that were used to gather the required information were questionnaires, interview, document analysis and observation.

Questionnaires: Three sets of questionnaires containing six parts were prepared and administered to the three groups of respondents. Both close and few open-ended items were prepared to secure first hand information. Each part of the questionnaire addresses the basic questions i.e. to measure: the level of effectiveness of WEOs in managerial functions, the condition of organizational structure of WEOs, the extent to which stakeholders support and participate in educational activities, major factors that can affect effectiveness of WEOs and possible strategies to be used to improve performance. Thus, a five point Likert scale items were constructed in each part of the questionnaire.

Interview: To support, enrich and to make cross checking, semi-structured interviews were held with heads of education offices so as to collect verbal information about the overall educational undertakings. Then, the responses were tape- recorded and notes were taken for later use in data analysis.

Document Analysis and Observation: Those documents related to the issue were secured from Wereda education offices. Hence, documents like rosters, reports, and statistical data gathering files were analyzed. An observation schedule was also used by close examination of the activities of education offices and schools. In both document analysis and observation, checklists were filled by identifying indicators for the presence or absence of certain characteristics, performances and resources.

3.5 Procedure of Data Collection

The data gathering instruments developed for this study were administered by the investigator as well as coordinators. Whereas interviews, observation and document analysis were undertaken by the investigator himself, questionnaires were administered by focal persons. These focal persons or coordinators are teachers and/or education officers selected from sample schools and offices respectively. Before these coordinators are sent to the field, a sort of orientation was provided by the investigator to ensure their commitment and care to be

taken in distributing and collecting questionnaires as successfully as possible. Consequently, out of 180 questionnaires distributed to respondents, 171 (95%) were filled in and returned.

To ensure the validity, the first draft of the questionnaire was subject to comment by two volunteer MA graduate professionals qualified in educational planning and management and psychology. Their comments were used to improve clarity of the items. Pilot test was also made after translating the questionnaires into Amharic using 10 teachers, 4 principals and 2 education officers. The questionnaires were filled under close supervision of the researcher to allow respondents ask vague words, instructions and items. Corrections were made immediately while the questionnaires were being filled. Finally the revised version of the questionnaires was administered after necessary amendments were made based on the feedback obtained from experts and pilot respondents.

3.6 Method of Data Analysis

The data obtained through sets of questionnaires were coded, tallied and organized in tabular form. The quantitative data were summarized using percentage, mean, average mean score and standard deviation for the purpose of analysis. Further analysis was made by calculating independent t-test and Spearman Rank Order Correlation Coefficient using SPSS program. Independent t-test was calculated to see whether there exist significant difference between respondents while Spearman Rank Order Correlation Coefficient was used to see whether rankings of two groups of respondents correlate and the degree of correlation. Fifteen tables were constructed for each part of questionnaire and detail analysis was given under each table containing the summarized data.

The mean values were interpreted as: 1.00-1.49= very poor; 1.50 – 2.49 = poor; 2.50 – 3.49 = moderate; 3.50 – 4.49 = good; 4.50 – 5.00 = very good. In the same manner, 1.00-1.49 =strongly disagree; 1.50-2.49=disagree; 2.50-3.49=undecided; 3.50-4.49=agree; 4.50-5.00= strongly agree. Moreover, when interpreting the responses on major problems, the mean values were interpreted as: 1.00-1.49 =the least serous; 1.50-2.49= less serious; 2.50-3.49= serous; 3.50-4.49=more serious and 4.50-5.00= the most serious problem. Finally data obtained through interviews and document analyses were reported through narrative description to complement those found through questionnaires.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation analysis and interpretation of the data collected from sample respondents i.e., Wereda education officers, school principals/vice principals and teachers as well as information obtained from interviewing heads of Wereda education offices and document analysis. The chapter consists of two parts. The first part is concerned with the description of the background information of the respondents and the second part deals with the presentation, analysis and interpretation of data gathered from Wereda education officers, principals , vice principals and teachers.

A total of 180 copies of questionnaires were distributed to sample respondents, of which 142 were for teachers, 20 for Wereda education officers and 18 for principals. Of these questionnaires, 171(95%) were filled and returned i.e., 137(96.5%) from teachers, 17(94.4%) from principals/vice principals and 17 (85%) from Wereda education officers. Moreover, to support the data obtained through questionnaire, interviews were conducted with heads of Wereda education offices. Document analysis was also made to obtain possible data relevant to the study. Thus, the analysis was made on the basis of the information obtained from questionnaires, interviews and document analysis.

4.1 The Characteristics of the Respondents

As indicated earlier, the data of the study were gathered from three groups of respondents i.e., Wereda Education officers (Heads, team leaders, experts and cluster school supervisors), school administrators (principals and vice principals), and teachers. The following table presents the background information of the respondents.

Table 2: Distribution of Respondents by Gender, Age, Service Year, Qualification, and Field of Specialization

No.	Items	Respondents							
		Teachers (N=137)		Principals (N=17)		WEOs (N=17)		Total	
		f	%	f	%	f	%	f	%
1	Gender a) Male	108	78.8	17	100	15	88.2	140	81.9
	b) Female	29	21.2	-	-	2	11.8	31	18.1
2	Age a)20-25 years	62	45.3	3	17.6	-	-	65	38.00
	b) 26-30	50	36.5	5	29.4	-	-	55	32.20
	c) 31-35 "	23	16.8	7	41.2	5	29.4	35	20.5
	d) 36-40 "	2	1.5	1	5.9	7	41.2	10	5.8
	e) > 40 "	-	-	1	5.9	5	29.4	6	3.5
3	Service year								
	3.1. In a current position (teacher, principal, WEO)								
	a) 5 years and below	64	46.7	-	-	2	11.8	66	38.6
	b) 6-10 years	41	29.9	5	29.4	5	29.4	51	30.0
	c) 11-15 years	28	20.4	5	29.4	1	5.9	34	20.0
	d) 16-20 years	3	2.2	-	-	-	-	-	-
	e) 21 years and above	1	.7	-	-	-	-	-	-
	3.2 In other positions (as teacher, principal).								
	a) 5 years or below	-	-	-	-	-	-	-	-
	b) 6-10 years	-	-	-	-	-	-	-	-
	c) 11-15 years	-	-	7	41.2	4	23.5	11	6.4
d) 16-20	-	-	-	-	3	17.6	3	1.8	
e) 21 years above	-	-	-	-	2	11.8	2	1.5	
4	Educational qualification								
	a)TTI	32	23.7	1	5.9	1	5.9	34	20.1
	b) Diploma	79	58.5	12	70.6	11	64.7	102	60.4
	c) BA/BSC	24	17.8	4	23.5	5	29.4	33	19.5
	d) MA/MSC	-	-	-	-	-	-	-	-
Field of specialization	a)EDPM	-	-	1	5.9	4	23.5	5	3.6
	b)Subject specialist	137	100	14	82.3	10	58.9	161	94.2
	c)others (accounting, ICT)	-	-	2	11.8	3	17.6	5	2.9

As can be seen from Table 2, 108 (78.8%) of the respondents from teachers were males and 29(21.2%) were females. On the other hand, 17(100%) of principals were males. Similarly the majority of respondents from Wereda education officers i.e., 15(88.2%) were males while females account only 2(11.8%) of the total respondents. Hence, it is clear that women's involvement in management of education both at Wereda and school level is extremely low.

With regard to age distribution of the respondents, one can see from Table 2 that the age interval at which majority of the respondents-teachers, principals and education officers fall is different. A significant proportion (45.3%) of teachers fall within the age category of 20-25 years while a good proportion of principals (41.2%) fall within the age category of 31-35 years. In the same manner, similar proportion (41.2%) of educational officers falls within the age category of 36-40 years. This is a clear indication that the age level increases as the responsibility to manage educational organizations increases.

In the case of work experience, the same table reveals that 5(29.4%) and 7 (41.2%) of principals had service year of 6-10 years and 11-15 years in the current and in other positions respectively while a moderate proportion 5 (29.4%) and few 2(11.8%) of educational officers had service years between 6-10 years in the current position and 21 years and above in other positions respectively.

With regard to educational qualification and field of specialization, the majority of the principals and education officers i.e., 14(82.3%) and 10(58.9%) were subject specialists holding diploma (64.7% and 70.6%) respectively. On the other hand, insignificant number of principals (5.9%) and few educational officers (23.5%) were qualified with educational planning and management. Moreover, a small proportion of principals and educational officers (11.8% and 17.6%) had qualification from other discipline. Hence, majority of school principals and Wereda education officers were subject specialists or drawn from other field of study with no appropriate qualification in educational management. Thus, it can be inferred from the above data and other sources (document and interview) that educational management in Mejjengir Zone is led (both at Wereda level and some schools) by personnel who are not properly qualified for the positions they occupy.

The literature indicates that heads of education offices and staff therein are not only political appointees but also drawn from the ranks of teachers who hardly possess the caliber to responsibly discharge their duties (Mulugeta, 2001:102). Being member of a political party and ethnic background have been criteria for selection of employees. And this type of educational management system may result in poor performance and ineffectiveness in implementing policies and programs in Mejengir Zone.

4.2 The Status of Managerial Functions of WEOs

Table 3: Status of Planning, Decision-Making, and Staffing Functions.

No.	Items	Respondents											
		WEOs (N=17)											
		1		2		3		4		5		mean	
		F	%	F	%	F	%	F	%	F	%		
A) Planning													
1	Preparing attainable and realistic annual plans	-	-	3	17.6	9	52.9	3	17.6	2	11.8	3.24	
2	Preparing medium and long range plans	-	-	5	29.4	7	41.2	4	23.5	1	5.9	3.05	
3	Deciding in advance the appropriate actions and strategies to be used to achieve goals and objectives	2	11.8	4	23.5	6	35.3	3	17.6	2	11.8	2.94	
4	Designing in advance follow up mechanisms	-	-	6	35.5	5	29.4	4	23.5	2	11.8	3.12	
5	Designing in advance evaluation mechanisms for performance	1	5.9	4	23.5	6	53.5	5	29.4	1	5.0	3.06	
											Average mean score		3.08
											Standard deviation		.90
B) Decision- Making													
1	The ability to clarify and decide on policy directives, rules and regulations to be followed.	3	17.6	7	41.2	2	11.8	3	17.6	2	11.8	2.65	
2	The ability to make decisions on policy issues	4	23.5	6	35.5	3	17.6	3	17.6	1	5.9	2.47	

further mentioned that “...there exists acute and deep-rooted problems facing the implementation of mother tongue instruction in our Wereda. The cause is: lack of qualified, motivated and committed teachers, absence of well prepared instructional materials (syllabus, text books, teachers’ guide etc), and absence of interest to learn and teach in vernacular from both students and teachers”. Noting problems, one respondent from vernacular teacher has suggested that the teaching learning process to be changed to English.

Table 5: The Status of Managerial Functions of WEOs

No.	Items	Respondents (principals, N=17)										Mean
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	
1	Seeking valuable data from schools before formulating plans	2	11.8	4	23.5	6	35.3	3	17.6	2	11.8	2.94
2	Ability to implement plans at school level (follow-up, monitoring and evaluation of school performance)	4	23.5	5	29.4	3	17.6	4	23.5	1	5.9	2.59
3	Ability to make sound decisions timely on pedagogical issues	4	23.5	6	35.3	3	17.6	2	11.8	2	11.8	2.53
4	Establishing and strengthening of different committees at school level	1	5.9	1	5.9	8	47.1	5	29.4	2	11.8	3.35
5	Appointing qualified and competent principals to schools according to rules and regulations	5	29.4	3	17.6	3	17.6	1	5.9	5	29.4	2.88
6	Disseminating information to schools and community on a timely basis.	1	5.9	4	23.5	7	41.2	4	23.5	1	5.9	3.00
7	Recognizing performance of organizations, professionals, individuals and schools	7	41.2	2	11.8	3	17.6	2	11.8	3	17.6	2.53
8	Ability to take corrective actions when there is deviation from policies, rules and regulations	4	23.5	6	35.3	1	5.9	3	17.6	3	17.6	2.71
9	Checking the availability and proper utilization of Instructional materials in schools	3	17.6	5	29.4	4	23.5	3	17.6	2	11.8	2.76
10	Ability to recruit and assign teachers based on the needs of schools	4	23.5	4	23.5	6	35.3	1	5.9	2	11.8	2.58
Average mean score											2.69	
Standard deviation											1.07	

Key: 1=very poor, 2= poor, 3= medium, 4= good, 5= very good. F= frequency of respondents, N=number of respondents WEOs= Wereda Education Officers.

Wereda education office is given the responsibility to establish, assist, monitor and evaluate activities of schools under it. This implies that educational officers at Wereda level and school employees (principals and teachers) work cooperatively towards achieving the same goals and objectives. Hence the two parties ought to have close contact. The work of one depends on the success of the other. It is from this intimate work relationship that series of questions were prepared and administered to school administrators (principals and vice principals) in order to measure the status of managerial functions of Wereda education officers. Accordingly, as indicated in Table 5, for each item (item 1-10), the calculated weighted mean values (being between 2.53 and 3.35) and average mean score of all items (2.69; SD =1.07), shows that planning, decision-making, staffing, communicating, motivating, controlling, and staffing functions of Wereda education officers were moderately done. This is slightly different from the previous results obtained from education officers on the same issue. Therefore, both groups of respondents had shown slightly different perception towards the status of managerial functions of Wereda education officers to be from poor to moderately perform.

Table 6: View of Teachers on the Status of Managerial Functions of WEOs.

No.	Items	Respondents										Mean
		Teachers (N=137)										
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	
1	Appointing qualified principals and other personnel to schools timely.	24	17.5	50	36.5	36	26.3	18	13.1	9	6.6	2.54
2	Appointing qualified (as to the standard) teachers based on the needs of schools.	37	27	50	36.5	34	24.8	13	9.5	3	2.2	2.2.3
3	The transfer processes of teachers were fair and were based on the needs of the schools and teachers	42	30.7	48	35	15	11.00	10	7.3	11	8.02	2.02
4	Ability to mobilize the community to support schools	24	17.5	35	25.5	48	35.0	22	16.1	8	5.8	2.67
5	Ability to prepare and provide short-term trainings to teachers and principals	77	56.2	43	31.4	13	9.5	3	2.2	1	7	1.59

6	Ability to recognize achievements of schools and individuals (teachers, principals, committee members etc)	72	52.6	41	29.9	14	10.2	5	3.6	5	3.6	1.75
7	Ability to monitor the availability and proper utilization of instructional materials in schools.	35	25.5	52	38.0	35	25.5	12	8.8	3	2.2	2.24
											Average mean score	2.16
											Standard deviation	.79

Key: 1= Very Poor, 2=Poor, 3= Moderate, 4= Good, 5=Very Good; F= Frequency of Respondents, % = Proportion of Respondents.

Table 6 above indicates performance of managerial function of Wereda education officers as viewed by teachers. The calculated weighted means for items 1 and 4 (2.54, 2.67 respectively) indicate that activities of appointing qualified principals and other personnel to schools and ability to mobilize the community to support schools were found to be moderate. But activities indicated by items number 2, 3, 5, 6 and 7 i.e. appointing qualified teachers to schools timely (W.M. = 2.3), fairness in transfer processes of teachers (Mean= 2.02), ability to prepare and provide short term trainings to principals and teachers (Mean = 1.59), Ability to recognize achievements of schools and individuals (Mean= 1.75), and Ability to monitor the availability and proper utilization of instructional materials in schools (Mean = 2.24) were decided to be poor.

To sum up, the analysis of the data presented in the series of tables (Tables 3, 4, 5 and 6) revealed that respondents more or less agreed upon the similar items presented to them. Thus, it can be generalized that while planning, staffing, and decision making functions were satisfactorily performed, the communication, motivation and controlling functions were not well performed, and Wereda education officer's performances were poor and/or very poor in this regard. Therefore, the three categories of respondents i.e., WEOs, principals, and teachers showed almost similar perception on major issues of managerial functions of WEOs that it are poorly performed.

The respondents were also asked to show their level of agreement towards the cause for inappropriateness of the currently functioning structure. Hence, majority of the respondents i.e., 58.8% for the items 2 and 3 and 82.4% for item 4 decided to agree and/or strongly agree that authority needed to decide on major issues is usually held at WACs and REB; posts and positions indicated in the structure can not satisfy the manpower needs of the office; and there is frequent change of structure and heads of education offices respectively. Hence, one can conclude that the decentralization process in managing education system was not completed and appropriate delegation of authority and responsibility was not made in Mejengir Zone. Likewise, frequent change of structure and turnover of office heads seemed to be an acute problem.

4.4 The Condition of School Structure

The ultimate goal of educational organization is to provide quality education for children of the society. To ensure this objective, schools should be organized and structured into its sub systems. Creating enabling structure for effective instructional activities becomes key aspects of managerial function. To this end, four indicators were presented to school administrators (principals and vice principals) and the results are presented in Table 7.

Table 8: Whether Schools are Well Structured

No.	Items	Respondents (Principals /vice principals = 17)										Mean
		Level of Agreement										
		SD		D		U		A		SA		
F	%	F	%	F	%	F	%	F	%	F	%	
1	The administrative structure of the school (committees, departments PTAs, etc) is well established.	1	5.9	-	-	-	-	5	29.4	11	64.7	4.47
2	Authority and responsibility of different administrative bodies, teachers etc is clearly identified and communicated to the school members	-	-	2	11.8	1	5.9	9	52.9	5	29.4	4.00
3	Effective and efficient information flow is established between schools and WEO	4	23.5	4	23.5	1	5.9	6	35.3	2	11.8	2.88
4	Policy guidelines, rules and regulations are communicated to schools on a timely basis.	4	23.6	5	29.4	-	-	7	41.2	1	5.9	2.76
Average mean score											3.52	
Standard deviation											.82	

Key: SD = Strongly Disagree, D= Disagree, U=Undecided, A= Agree, SA= Strongly Agree.

As can be seen from the above Table, 11(64.7% with mean of 4.47%) had shown strong agreement about the availability and well establishment of administrative and instructional structure of their school. In a similar fashion majority, 14(82.3% mean = 4.00) of the total respondents agreed upon that authority and responsibility among school administrative bodies and teachers was clearly identified. On the other hand, regarding the effectiveness in passing information and effective communication flow between the schools and Wereda education offices (items 3 and 4), respondents took approximately opposite stand. Thus, while 47.1% and 53% of the respondents had decided to disagree and/or strongly disagree, fairly similar proportion (47% and 47.1%) had agreed and/or strongly agreed towards the issues indicated by items number 3 and 4 respectively.

The difference in perception among the respondents might be resulted from differences of schools and Weredas in geographical location (remoteness) and the status of basic infrastructure in the two Weredas of Mejjengir zone. It was realized that Mengeshi Wereda is the newly established one and many schools are not well organized, staffed; infrastructure is at its lowest level and in most cases rarely existed. But Godere Wereda is in a better position in many respects when compared to Mangeshi Wereda.

Table 9: Views of Teachers about the Status of School Structure

No.	Items	Respondents										
		Teachers (N=137)										
		Level of agreement										
		SA		A		U		A		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Presence of clearly identified responsibility and between school administration and different committees in school.	15	10.9	42	30.7	29	21.2	38	27.7	13	9.5	3.05
2	The school system is well structured in to different departments	20	14.6	40	29.2	32	23.4	37	27.0	8	5.8	3.19

3	Policy guideline manuals are available in schools	7	5.1	38	27.7	39	28.5	41	29.9	12	8.8	2.90
4	effective information flow is established among the school member	7	5.1	39	28.5	32	23.4	52	38.0	7	5.1	2.90
5	The school environment is safe, peaceful and healthy for effective teaching-learning process	31	22.6	48	35.0	23	16.8	22	16.1	13	9.5	3.45
											Average mean score	3.10
											Standard deviation	.80

Key: SA= Strongly Agree, A= Agree, U=Undecided, D= Disagree, SD=Strongly Disagree; N= Number of Respondents, F= Frequency of Respondents

When schools are well organized, safe and enabling, the teaching-learning process can be undertaken effectively. Literature indicates that strong relationship and coordination among teachers, students and administrators is a prerequisite for school effectiveness (West, 1994:59). Likewise, Strong school-community relationship can bring important benefits: additional resources, political support; opportunities for innovation and professional development thereby increasing student achievement.

Based on this premise, a total of five items were presented to teachers to show their level of agreement towards the presence of enabling structure in schools. Thus, as indicated in Table 9, 42(30.7%) and 40(29.2%) of the total respondents agreed upon the presence of authority, responsibility and accountability system as well as presence of key committees, PTAs, and department in schools (items 1 and 2). Fairly, similar proportion (37.2%, 32.8%) disagreed and 21(21.2%) and 30(23.4%), undecided.

The results for items 3 and 4 in the same table did not show significant difference from results discussed above. But the difference in perception among the teacher respondents was depicted with regard to item 5. Thus, 79(57.6%) of the respondents strongly agreed and/or agreed that the school environment is safe, peaceful and healthy suitable for effective teaching learning process while small proportions 35(25.6%) of respondents had shown their disagreement.

To sum up, as already mentioned earlier, differences in developmental level, environmental and socio-cultural conditions between the two Weredas and there by the schools explain and justify for such difference in perception among the respondents. Therefore, it can be concluded that in general, organizational structure of education system currently available in Mejengir zone is not appropriate and enabling to ensure managerial effectiveness towards goal achievement.

4.5 Support and Participation of Major Stakeholders.

Education is a business of every citizen. To be successful, educational programs should be supported by policy makers, political leaders, planners, and implementers (i.e. professionals, organizations, parents and the community as a whole). Thus, five indicators were presented to WEOs with regard to level of support and participation of stakeholders.

Table 10: Level of Support and Participation of Major Stakeholders

No.	Items	Respondents (WEOs, N=17)										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1	The technical and professional support from REB,	2	11.8	3	17.6	3	17.6	5	29.4	4	23.5	2.64
2	Adequacy of support and participation of kebeles for/in schools	5	29.4	3	17.6	4	23.5	2	11.8	3	17.6	3.29
3	Involvement of NGOs in educational provision in the Wereda.	2	11.8	5	29.4	5	29.4	3	17.6	2	11.8	3.12
4	Level of commitment and willingness of Wereda level officials to support educational activities and solve its problems	-	-	1	5.9	2	11.8	7	41.2	7	41.2	1.82
5	Level of work collaboration among the community, the schools and educational experts in solving problems	-	-	5	29.4	4	23.5	5	29.4	3	17.6	2.65
Average mean score											2.69	
Standard deviation											.86	

Key: 5= Very High, 4= High, 3= Moderate, 2= Low, 1= Very Low; REB= Regional Education Bureau, WEOs = Wereda Education Officers.

The literature indicates that educational programs should be supported by policy makers, political leaders, planners and implementers. Participation of stakeholders is much important in different aspects of educational activities. When the higher level bodies are required to provide technical as well as other necessary inputs workers need, parents and other members of the society can aid in financial, material as well as labor support. On the other hand, the community through its association can play the role of support and management of teachers, resources; improve the curriculum and managing the school calendar (AED/BESOII 2006:67). However, as seen in Table 10, the technical and professional support of REB was unsatisfactory that 9(52.9%) responded negatively. On the other hand, the support that is required from Wereda level officials has become low (82.4% low and /or very low, Mean=1.82).

Because Wereda education officers are accountable administratively to WACs and professionally to REB (MOE, 2006), these key stakeholders should have given the required support, directives and play leadership role. But as the results of the study indicate, REB and Wereda level officials could not give the necessary support expected of them. This implies that education did not yet get special attention by these key role players. Hence, insufficiency of support from these higher bodies results in exacerbating shortage of resources, political and professional support and administrative problems. This goes with research finding (Mihiret, 2007).

Table 11: Principals' Perception about the Status of Support of WEOs and the Community to Schools.

No.	Items	Respondents (N=17)										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
Support of WEOs												
1	Willingness and commitment to fulfill demands of school and the community	-	-	4	23.5	5	29.4	5	29.4	3	17.6	3.41
2	Provision of feedback on work performance	2	11.8	10	58.8	3	17.6	2	11.8	-	-	2.30
3	Arranging conditions and giving assistance to schools for school-based professional development programs	8	47.0	6	35.3	1	5.9	2	11.8	-	-	1.82
Grand mean											2.51	
Support and participation of the community												
4	Financial support	-	-	1	5.9	7	41.2	2	11.8	7	41.2	3.88
5	Material support	2	11.8	4	23.5	5	29.4	1	5.9	5	29.4	3.81
6	Labor support	1	5.9	3	17.6	5	29.4	3	17.6	5	29.4	3.47
Grand mean											3.70	

Key: VL= Very Low, L=Low, M= Moderate, H=High, VH = Very High

Table 11 presents the support and participation level of WEOs and the community to schools. As can be seen, whereas provision of feedback on work performance and technical assistance for school-based professional development programs were at low level (41.2% and 82.3% very low and /or low respectively), willingness and commitment to fulfill demands of schools and the community became moderate to higher 10(58.5%, Mean=3.41). As far as the financial, material and labor support of the community is concerned, the weighted means for each item indicate (Mean= 3.88, 3.81 and 3.47 for items number 4, 5 and 6 respectively) reveal that the community is supportive to schools.

Table 12: Whether Teachers are Supervised by WEOs or Not.

Options	Respondents (Teachers)	
	N	%
A) Yes	47	34.31
B) No	90	65.69
Total	137	100

Teachers respondents were asked whether they were supervised or not. Then, as we can see from the above table, 90 (65.69%) responded that they did not get instructional supervision (class room observation) while only 47 (34.31%) had responded positively

Table 13: The Condition of Classroom Instructional Supervision

No.	Items	Respondents (Teachers, N=47)										
		Level of Agreement										
		SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Supervisory activities were sufficient, developmental, and has improved my professional skill	3	6.4	9	19.1	10	21.3	11	23.4	14	29.8	2.48
2	Class room observations were unprogrammed, and usually focus on fault finding rather than being consultative and developmental	17	36.2	12	25.5	8	17.0	6	12.8	4	8.5	2.48
		Average mean score										2.48
		Standard deviation										.98

Key: SA=Strongly Agree, A=Agree, U= Undecided, D=Disagree. SD= Strongly Disagree

As can be seen from Table 13, it is only 12(25.5%) of teachers who have responded positively towards the appropriateness and validity of supervisory activities of WEOs (item1) while large proportion, 25(53.2%) of the respondents have shown their disagreement. Similarly,

29(61.7%) of the respondents agreed and/or strongly agreed that classroom observations undertaken were unprogrammed and usually focus on fault finding rather than being consultative and developmental. Only few, 10 (21.3%) respondents oppose this issue. On the other hand, many teachers when asked to write their opinion about the status of supervision said that they did not see the so called “supervision” when it is being undertaken by Wereda education officers. They said “When experts from education office come to school, it is not for support and consultation purpose rather for fault finding and revenge purpose”. Thus, supervisory activity in Mejjengir zone is weak, in appropriate and educational officers at Wereda level in this regard are ineffective.

From the results of both Tables 12 and 13 as well as opinions of teachers from open ended items, it can be concluded that the professional and technical support of WEOs for teachers was rarely existed and when given, it was not satisfactory. Hence, WEOs are poor (Average Mean = 2.48) in this regard. This implies that improvements in instructional activities were not effected and teachers could not improve their professional skill there by affecting students’ academic achievement.

4.6 Potential Factors that can Affect Managerial Effectiveness of WEOs

Wereda education officers were asked to indicate the level of seriousness of assumed factors that can negatively affect the educational performance.

Table 14: Potential Factors Affecting Managerial Effectiveness

No.	Factors	Respondents (WEOs, N=17)										
		Level of Seriousness										
		1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Absence of competent experts in the office	5	29.4	4	23.5	4	23.5	2	11.8	2	11.8	3.47
2	Lack of commitment of Wereda administrative councils in solving educational problems.	-	-	4	-	1	5.9	4	23.5	12	70.5	4.64
3	Ability of educational officers to provide supervisory support for schools.	4	23.5	5	29.4	3	17.6	4	23.5	1	5.9	3.76

4	Inadequacy of support from parents, the community, and kebele administration.	7	41.2	3	17.6	3	17.6	4	23.5	-	-	3.41
5	Low level of motivation of experts, principals, and teachers	-	-	2	11.8	3	17.6	4	23.5	8	47.1	4.06
											Average mean score	3.87
											Standard deviation	.72

Key: 1= the least serious, 2=less, 3=serious, 4=more serious, 5= the most serious; M= 1.00-1.49 the least serious problem, 1.50-2.49 less serious, 2.50 – 3.49 serious, 3.50-4.49 more serious, 4.50-5.00 the most serious problem.

In order to identify problems prevailing in the education system of Mejeagir zone, five potential factors that can affect the level of performance and effectiveness of educational officers were identified and presented to WEOs.

Table 14 above indicates that significant proportion 12 (70.6% with mean score = 4.6) of the respondents considered that the most serious problem of the system was lack of political commitment, interest and ability of WACs in solving educational problems. The motivational level and morale of employees was also rated as more serious problem by 70.6 % of the total respondents (mean value= 4.06), absence of skilled, competent, and committed experts in the office was found to be serious problem (52.9%, mean=3.47). On the other hand, inadequacy of support from parents, the community and kebele administrators (Item no 4) were rated as less serious problem. (41.2% the least serious and 17.6 % less serious, mean = 3. 41).

From analysis of the above results, one can infer that obtaining political commitment and support from administrative leadership and motivation and morale of employees became top priority and the most serious problem.

While parental and community support and participation should be enhanced, finding ways for creating motivated, committed and responsible employees and seeking support of decision makers should also take due consideration so as to ensure efficiency and effectiveness in educational activities within the two Weredas of Mejeagir zone.

Thus from the aforementioned discussion, one can conclude that absence of technical and professional support from REB, less commitment and ability of WACs to support educational activities and failure of WEOs to give consultative supervision for both school administration

and classroom observation for teachers, absence of motivated and committed well skilled education experts, lack of sufficient budget to run educational plans and shortage of teaching-learning materials and equipments are the major factors that had affected the effectiveness of educational programs in Mejengir zone.

Table 15: T-test for Mean Differences between Principals and Teachers Perception about the Major Factors Affecting Managerial Effectiveness

No.	Factors	Respondents				T-test	
		Principals (N=17)		Teachers (N=137)			
		Mean	SD	Mean	SD	t	Sign. (2-tailed)
1	Decision-making on major issues is highly influenced by political leaders	3.18	1.42	3.60	1.19	1.192	.248
2	Lack of teaching-learning materials, equipments and furniture in schools	3.76	1.30	3.99	1.15	.690	.498
3	Absence of commitment and low motivational level of principals and teachers due to poor managerial activities of officers	4.24	1.25	3.74	1.23	-1.527	.142
4	Lack of sufficient budget for program implementation	4.29	.10	3.92	1.22	-1.276	.216
5	Inadequacy of support from parents and the community	3.47	.87	3.56	1.11	.425	.675
6	Unwillingness and lack of expertise of educational officers to coordinate and involve major stakeholders.	4.18	1.07	3.63	1.18	-1.936	.066

Key: Mean= 1.00-1.49 the least serious problem, 1.50-2.49 less serious, 2.50 – 3.49 serious, 3.50-4.45 more serious, 4.50-5.00 the most serious problem

Table 15 above indicates about potential factors affecting managerial performance of WEOs. The respondents were asked to rate how serious the indicated factors are. Thus, the calculated weighted means for the six items presented in the list reveals that while teachers had rated all the indicated items to be more serious problems (mean values between 3.60 to 3.99), principals had decided to rate those issues related to commitment and motivational level of employees, lack of sufficient budget for implementing school's plans and unwillingness and lack of expertise of WEOs to coordinate and involve major stakeholders to be more serious problems (mean=4.24, 4.29 and 4.18) respectively.

T-test was calculated to see significant difference between the perceptions of the two groups of respondents. Hence, the 'P' value for each item i.e. influence of political leaders on decision-making authority of WEOs ($p = .248$), absence of teaching-learning materials and equipments in schools ($p=.498$), absence of commitment and motivation of principals and teachers due to poor managerial activities of WEOs ($p=.142$), lack of sufficient budget for program implementation ($P=.216$), inadequacy of support from parents and the community ($p= .675$), and unwilling ness and lack of expertise of education officers to coordinate and involve major stakeholders ($P=.066$). In all cases (P values $>.05$), this reveals that there is statistically no significant difference between principals' and teachers' perception towards the major factors affecting managerial effectiveness.

The literature indicates that commitment is essential from higher bodies to directly support the decentralized units like Weredas in planning, financing, and implementing programs as well as those in the decentralized units to accept added responsibility, exercise authority and take initiative (Girmay, 1998). However, as it can be seen from the above table, WEOs faced problems that might have negatively affected their managerial performance.

4.7 Strategies for Managerial Performance Improvement.

Table 16: Strategies used to Improve Performance.

No.	Strategies	Respondents						$D = r_1 - r_2$	D^2
		WEOs (N=17)			Principals (N=17)				
		f	%	r_1	f	%	r_2		
A	Creating a system of authority, responsibility and accountability through out the education level.	13	76.4	1	11	64.7	3	-2	4
B	Restructuring the office and strengthening it by financial, human and material resources.	9	52.9	5	8	47.0	5	0	0
C	Creating enabling condition for healthy organizational culture and work relationship among employees	12	70.5	2	16	94.1	1	1	1
D	Establishing assessment, monitoring evaluation, and feed-back system	10	58.8	4	10	58.8	4	0	0
E	Exercising authority and responsibility delegated to WEOs and schools	6	41.1	6	6	41.1	6	0	0

F	Fair and timely assignment of skilled competent and committed principals to schools.	7	35.3	7	7	35.3	7	0	0
G	Seeking mechanisms for enhancing the morale and job satisfaction of employees.	11	64.7	3	13	76.4	2	1	1
								ΣD^2	6
								$r_s = 0.893$	

Key: r_1 = ranking of WEOs, r_2 ranking of principals /vice principals, D =the difference between r_1 and r_2 ,

D^2 =squared difference between r_1 and r_2 , r_s =rank order correlation coefficient.

As indicated in Table 16, seven priority areas were identified and the respondents were asked to give rank according to their level of importance for educational performance improvement. Accordingly, while large proportion (76.47%) of WEOs gave 1st rank for creating a system of authority, responsibility and accountability throughout the system, principals (64.7%) gave the same item the 3rd rank for the same item. On the other hand, items under B and D were ranked 5th and 4th by both WEOs and principals (52.94%, 58.8% and 47.00%, 58.8%) respectively.

Respondents gave similar rank (5th) for restructuring the office and strengthening it by financial, human and material resources (52.94% of WEOs and 47.00% of principals). In the same manner, exercising authority and responsibility delegated to each level; and fair and timely assignment of skilled, competent and committed principals to schools took 7th and 6th rank by 41.17% of both groups of respondents while seeking mechanisms for enhancing the morale and job satisfaction of employees was ranked 2nd and 3rd by majority of respondents (76.4% of principals and 64.7% of WEOs respectively).

The result of the Spearman Rank Order Correlation Coefficient showed that for N of 6 at the 0.05 level of significance, the critical value ($\rho_{crit.}$)= 0.714; and the calculated value (ρ_{obt}) = 0.893. Hence, there exists strong positive relationship ($\rho_{obt} > \rho_{crit}$) between the two groups of respondents i.e. WEOs and principals in prioritizing strategies that help to contribute to improve the managerial effectiveness of WEOs in particular and educational programs in general.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This last chapter of the thesis deals with the summary of the major findings of the study, the conclusions reached at, and the recommendations suggested on the basis of the findings.

5.1 Summary

The main purpose of this study was to examine the Managerial Effectiveness of Wereda Education Officers in a Decentralized Education System. The study was conducted in the two Weredas of Mejengir zone in Gabella Regional State.

The following basic questions were formulated to guide the research endeavor.

- 1) How effective are the Wereda education officers in performing their managerial functions (planning, decision-making, staffing, motivating, communicating, controlling, evaluation etc.)?
- 2) Does the existing organizational structure of the Wereda education offices enable to carryout decentralized roles and functions?
- 3) To what extent do the major stakeholders support the educational programs?
- 4) What major factors do affect the managerial effectiveness of the WEOs?
- 5) How can WEOs improve their performance to make educational programs effective?

To address the above research questions, related literature was reviewed; the data was collected by means of questionnaire, interviews, and document analysis and observation checklist. The subjects of the study were Wereda education officers, principals/vice principals and teachers. Information was obtained from these sample respondents through survey questionnaire. A total of 180 copies of questionnaires were distributed to respondents after translated in to Amharic and pilot tested. Amendments were made and some vague items were modified and instructions were corrected in some parts of the questionnaire. To enrich the

data, interviews were conducted with heads of WEOs, analysis of document and observation were made. During observation, checklist was used for the presence or absence of valuable resources in the office.

The data obtained were tabulated and analyzed using different statistical tools such as percentage, weighted mean, average mean score and standard deviation. T-test and Rank Order Correlation Coefficient were also calculated using SPSS and analysis was made. According to the results of data analysis, the major findings of the study are the following:

1. The ratings of both WEOs and principals revealed that while the planning, staffing and decision making activities are moderate, serious weaknesses were identified in areas of communication, motivation and controlling activities. Teachers, on the other hand, rated managerial functions related to planning, staffing, decision making, communication, motivation and controlling activities of WEOs to be poor.
2. Nearly three fourth of the respondents agreed that the current structure being in place is not conducive enough to carryout the decentralized role of educational management. They reported that authority necessary to decide on major issues is held at REB and WACs, the structure is frequently changing, posts and positions indicated could not absorb the required level of skilled personnel and can not satisfy the manpower needs of the organization. It was also found from document analysis that many posts and positions of WEOs are vacant.
3. As asserted by sizable proportion of the two study groups (WEOs and principals) support and participation of the community in financial, material and labor support was good. Likewise, Support of NGOs for educational activities was found to be moderate.
4. WEOs failed to provide sound technical and professional support for the schools under their supervision. According to the responses of teachers, the great majority of them did not witness when classroom instructional supervision was undertaken and few teachers who got the chance evidenced that it was unprogrammed, inappropriate and invalid.

5. The ratings of the respondents also revealed that the technical and professional support which has been given by REB was unsatisfactory. Likewise, the leadership role being played by WACs was considered inappropriate by the majority of respondents.
6. It was evidenced that majority of educational managers and experts are subject specialists or drawn from other fields of study that is not appropriate for education Management. Moreover, most of the WEOs and principals/Vice principals did not have the required level of qualification. Only few of them hold the required level in educational planning and Management.
7. As it was rated by the great majority of the two groups of respondents (principals and teachers), more serious problems currently affecting the Wereda's educational undertakings are:
 - Lack of leadership commitment, willingness and ability to solve educational problems,
 - Low morale and absence of commitment from the part of experts, principals and teachers;
 - Shortage of skilled, competent and committed personnel and educational professionals at WEOs. In addition, it was indicated that shortage of instructional materials, insufficient budget, and failure of WEOs to provide valid and continuous support to schools were also identified as more serious problems.
8. According to the reports of the two groups of respondents (WEOs and principals), four top priority issues were considered to be used as strategies to improve the performance level of WEOs. These are:
 - a) Creating a system of authority, responsibility and accountability throughout the education system;
 - b) Creating condition for enabling organizational structure, management culture, and healthy work relationship among employees;

- c) Finding ways and strategies that can enhance the morale, commitment and job satisfaction of employees and;
- d) Re-structuring the office and strengthening it by financial, human and material resources.

5.2 Conclusions

Education requires a coordinated effort and effective management, competence of officers in skills to manage and commitment of different stakeholders. Moreover, education should be managed by professionals, enabling working conditions and organizational structures should be insured and necessary inputs be secured. It is difficult to expect satisfactory results unless these preconditions are fulfilled.

From the analysis and interpretation of the data, the following conclusions are made.

1. The results of the study showed that WEOs performance was satisfactory in their planning, staffing and decision making performances. Hence, provision of different training program by different stakeholders at regional and national levels has helped education experts to improve their capacity in this regard. But the problem seems at implementation stage. It is true that the success of plan implementation largely depends on effective communication of the envisaged activities, motivating employees towards goal achievement and ability to monitor and evaluate performances periodically.
2. Organizational structure of Wereda education offices and also at zonal level is not appropriate to perform the decentralized duties and responsibilities delegated. The structure can not accommodate adequate personnel who are well qualified and experienced. Even most of the available posts and positions are not filled with personnel because of shortage of budget and possibly absence of competent professionals to recruit and assign at this vacant position. On top of this, the structure was frequently changing from time to time. As a result, even the available educational experts and heads of offices could not stay at their position. Added to these, assignment of office heads and in some cases experts is based on ethnicity and some political affiliation. Therefore, it

can be concluded that the current structure was considered as having little contribution to the effective work accomplishment of the decentralized management system.

3. The extent to which major stakeholders are willing to participate in the process of educational provision at planning as well as implementation stage largely determine the level of performance effectiveness. It is true that education is a function of a unified effort of policy makers, planners, professionals, governmental and private organizations, and the community as a whole. But the results of the study showed that the support level of REB to the requirements of wereda level experts was minimal. Likewise, support, willingness and ability of WACs in discharging the leadership role and responsibility in coordinating the efforts of all potential resources under their administration was very weak. In the same manner, WEOs themselves couldn't give the professional and technical support for schools. This implies that educational provision in Mejjengir Zone has not yet gets proper attention by major stakeholders. Unless support needed from these key bodies like WACs and REB, essential inputs, skill development and political support are ensured, effective and quality performance could not be materialized. Hence, the overall results of educational undertakings will become poor.
4. One of the REB's responsibilities is to design primary education curricula that reflect the region's (zone's) specific needs and culture. But as the findings of the study indicated that this policy statement were not effectively implemented in Mejjengir Zone. Hence, problems related to curriculum design and revision, text book preparation and shortage of well trained teachers seems to have resulted in serious weakness in the uses of vernacular Language at primary level. Therefore, it can be concluded that the problem seems complex from top to bottom administrative and managerial levels. Poor coordination among different levels, incompetence in managerial skills and low level of commitment explains the poor performance at implementation stage affecting especially the policy of vernacular instruction.
5. The supervisory service given by educational experts and supervisors is still not contingent with basic purpose of supervision i.e. renewal and professional development of teachers and educational leaders. Consequently, improvements in the teaching learning process entirely done for successful goal achievement was not effectively

demonstrated in schools. Putting differently, clinical and consultative supervision as one form of school-based professional development was not properly performed in most of the schools. This would imply that teachers' instructional capacity and students' academic performance development were not facilitated and properly supported. This leads to poor performance, less achievement and poor quality of education.

5.3 Recommendations

In light of the findings of the study and conclusions reached at, the following recommendations are forwarded.

Managing educational organization is a complex job incorporating a range of tasks and responsibilities. To cope with the current decentralized system, educational officers at lower level have to be well aware of scientific approaches of planning, evaluating results of instruction and interpreting them to professionals, decision makers and other stakeholders. In this endeavor, managerial skills and knowledge of educational experts is a key element for managerial effectiveness leading towards successful implementation of educational objectives.

Obviously, decentralized educational management calls for competent, professional and committed personnel at grass root (Wereda and school) level. But the results of the study indicated that WEOs in Mejengir zone lack the requisite competencies in terms of educational preparation and field of specialization in most cases. As a result, they are incapable to perform some of the major managerial functions and provide quality leadership to manage their decentralized responsibilities. It was also discovered that the WEOs were unable to create the situation for adequate and genuine motivation, assessing the process and evaluating the performance of the school activities and communicating information in all directions. To this end, the following suggestions should be given due emphasis by the concerned bodies.

1. The WEOs should establish mechanisms by which it could follow-up and evaluate performances of schools by making it part of its focal activities.
2. Literature shows that while motivating factors could said to be complex and affected by a whole array of factors, it can however be measured by working conditions, interpersonal relationships, supervision, salary and fringe benefits, responsibility,

recognition, work itself and security. WEOs therefore, should evaluate their organizations in terms of these factors as to whether employees are satisfied or not with these parameters. Workers, if satisfied and motivated are committed to improve performance. Hence WEOs and school administrators need to minimize the major dissatisfying factors related with the working condition, facilities, and the condition of salary payment, administrative efficiency and employee relationship. This can be achieved by establishing close work relationship and coordination with offices such as WFEDO, WAcS as well as teacher union school Education and Training board and kebele administration. Moreover, regular assessment of the over all work performance to identify areas of weakness and formulation of strategy and responding accordingly can help to react the envisaged weaknesses of the educational activities.

3. Managers at Wereda and school level should develop ways of encouraging teachers, students, community members and organizations so that those who exhibited greater performance would be awarded. This can be done in occasions like inter-semester break or at the end of academic year.
4. The study showed that the current structure of WEOs is not appropriate to enable the organization to effectively manage the decentralized duties and responsibilities. It is true that the structure and the system of organization must provide its management organ with effective and timely information that might serve decision making. With respect to this, the structure of WEOs and Zone suffered from inadequate communication channels, weak coordination system, poor reporting relationships and irresponsiveness. The Zonal level is totally functionless in the case of educational affairs. Positions in WEO were low graded and as a result they were not attractive to qualified personnel. Moreover, the structure was narrow to accommodate adequate number of staff. Besides, the findings pointed out that it is characterized by frequent changes. Therefore, it would be good if WEOs, REB, RCBB and CSA reconsider and design the structure so that it can absorb the required employee both in qualification and number of professionals necessary to manage education.
5. The study revealed that WEOs were ineffective to accomplish supervisory functions. It was found that classroom observation was insufficient, ineffective and could not fulfill

the purpose it intended to serve i.e. to enhance the academic progress of the school. The prevalence of this supervisory skill deficiency greatly affects the major objectives of the education system. Therefore, it is strongly recommended that instructional supervisors should review their own practices inline with theory and purpose of supervision. This can be achieved through attending training sessions, consulting professional of higher levels and referring guidelines of schools supervision.

6. The study also uncovered that WACs could not give the leadership role expected of them. On the other hand, commitment and willingness of this decision making body is crucial for the success of educational plan implementation. Therefore WEOs should establish a positive work relationship to gain support and cooperation of Wereda administrative leadership. This can be achieved through smooth and diplomatic ways of approaching, establishment of positive and calm relationship and effective information exchange. Moreover, the leadership body should be convinced by the achievement, weaknesses as well as implications on the over all administration and management system of decentralized self-rule governance.
7. The status of vernacular language implementation in Mejingir zone encountered many problems. The finding of the study indicates that there is a problem of curriculum design, text book preparation and shortage of qualified teacher. To alleviate the problem therefore, the joint effort of WEO and REB should be made to revise the curriculum. It is the responsibility delegated to REB to follow-up the design and implementation of primary education curriculum. Hence, it is expected of it to support WEOs by giving technical assistance and training of teachers.
8. Most of the vacant positions should be supported by budget and recruitment of personnel should be undertaken. This can be done by WEOs in collaboration with WACs and WFEDOs.
9. The Zonal Economic and Social Affair Office should be a functioning level. Hence the Regional government and REB should reconsider the role of the zone in supporting and coordinating activities of Weredas.

10. The study showed that participation of the community and NGO is moderate. But to maximize their participation level and alleviate many of the school problems, the WEOs in cooperation with schools and WACs should consult and involve the community representatives in decision making on how, when and what to contribute. This will enable to create genuine understanding and consensus which would in its turn help to secure the assistance of the community sustainably. The schools need to think of their own income generating sources other than government budget. This can be done by improving their relation and contact with potential stakeholders such as parents, the surrounding community, governmental and non-governmental organizations, and voluntary individuals.

11. Exchange of experience in management among educational professionals with neighboring Weredas in management of education may improve the managerial skills. Hence, the REB should arrange programs for Weredas to visit the relatively better Weredas; and WEOs themselves should incorporate visit program into their annual plan.

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Appendix 1

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➤ **Questionnaire to be filled by Wereda Education Officers.**

Dear respondents, the purpose of this questionnaire is to collect first hand information about the study on Managerial Effectiveness of Werda Education Officers in a Decentralized Management System in Mejengir Zone. The effectiveness of the study depends on your genuine response to each question. Therefore, be honest, confident and purposeful while filling this questionnaire. Your response will be kept confidential and used only for academic research purpose-

➤ **General direction**

1. please follow the instructions provided for each part
2. For the open- ended questions, you are required to give short and precise response in the space provided.
3. please give only one answer to each item unless you are required to do otherwise
4. No need of writing your name

Thank you in advance for your cooperation

Tesfaye kebede.

Part II: Level of effectiveness of Wereda education officials in performing major managerial functions.

3. How do you evaluate the performance of your office in carrying out the following managerial functions?
Please respond by marking an "X" under the number indicated in the column in relation to each item?

Very poor = 1, poor=2, medium= 3, Good = 4, very good = 5,

No	Major managerial function	Ranking scale				
		5	4	3	2	1
	A) planning					
1.	Preparing attainable and realistic annual medium and long-term plans					
2.	Deciding in advance the appropriate actions and strategies to be used to achieve goals and objectives					
3.	Involving major stakeholders in the process of plan formulation and implementation					
4.	Designing in advance follow up, monitoring and evaluation mechanisms					
5.	Developing appropriate plans and strategies to enhance community participation in school activities					
	B) decision –Making					
6.	The ability to make decisions timely on pedagogical issues					

7.	The ability to make decisions timely on administrative issues					
8.	Clarifying and deciding on policy, directives and rules to be followed and implemented					
9.	Involving concerned bodies while making decisions					
	C) Organizing					
10.	Establishing and strengthening different committees, education and training boards and Parent-Teacher Associations at different levels					
11.	Organizing workshops, seminars and short term trainings for principals and teachers at Wereda level					
	D) Staffing					
12.	Appointing qualified principles and other personnel to schools according to the rules and regulations of the region / country on timely basis					
13.	Appointing qualified (as to the standard) teachers based on the needs of the schools					
14.	Recruitment, processes are fairly done and based on the needs of the organization.					
	E) communication					
15.	Establishing communication mechanisms in all directions throughout the system					
16.	Timely dissemination of information up ward and down ward directions (to higher official and subordinates)					
17.	The ability to Communicate results of workshops, trainings and seminars to colleagues and schools					
18.	The ability to communicate achievements, performance and problems throughout the system					
	F) Motivation					
19.	The ability to make working condition suitable for employees					
20.	Ability to understand the needs of other (principals, teachers, the school, the community)					
21.	Rewarding performance of organizations, educational professionals, individuals and schools.					
	G) Controlling					
22.	Regular evaluation and assessment of goal achievement, procedures, strategies used in implementing plans and programs					
23.	The ability to take corrective actions when there is deviant from policies, rules and regulations both at Wereda education office and school level.					
24.	The ability to insect and identify problems of mother tongue curricula implementation.					
25.	Follow up the operation of different committees, and education boards at Wereda, Kebele, and school levels.					
26.	Checking the availability and proper utilization of instructional materials in schools					
27.	Follow up the construction and maintenance of schools and solve its problems timely					

Please mention about the condition of managerial functions in your office

Part III: Availability of enabling organizational structure

4. How do you see the suitability of organizational structure? Indicate your level of agreement or disagreement by marking an “X” in the space provided in relation to each item

SD = strongly disagree, D = disagree, U = undecided, a = agree, SA= strongly agree

	Conditions of organizational structure	Level of agreement				
		SA	A	U	D	SD
28	The current structure of WEO is enabling and appropriate to perform their duties and responsibilities effectively.					
29	Authority and responsibility delegated to Wereda education offices did not match to enable them solve different problems					
30	The authority needs to decide on educational issues are held at Wereda administrative council and regional education bureau.					
31	Posts and positions indicated in the structure are not enough to satisfy manpower need of the education office.					
32	There is frequent change of structure and head of office and this make problems in setting goal and achieving it at Wereda level					

Part IV: Support and participation of major stake holders.

5. The following questions are concerning about the extent to which major stakeholders support educational programs. Please indicate the level of their involvement by marking “X” in the space provided

5= very high 4= high, 3= moderate, 2= Low, 1= very low

	Level of participation and support of stakeholders	Rank order				
		5	4	3	2	1
33	The technical and professional support from REB.					
34	Adequacy of support and participation of the Kebele administration in school activities					
35	Financial, material and labor support of the community to school					
36	Involvement of NGOs in educational provision in the Wereda					
37	Parental follow up and cooperation in schools’ instructional activities					
38	Level of commitment and support of Wereda councilors to solve educational problems					
39	Level of work collaboration among the community, schools and education office in solving educational problems					

Part V: Potential factors that can affect school performance

6. In the following table, assumed factors that can negatively affect the effectiveness of educational programs are indicated please put them in order of seriousness that has affected the educational performance by putting an “X” in the space provided

5= the most serious problem, 4= serious 3= some what serious, 2= less serious,

1= not serious problem at all

	Factors affecting performance of school	Level of seriousness				
		5	4	3	2	1
A	Absence of skilled, competent and committed education officers at wereda education office					
B	Lack of political commitment, interest and ability of Wereda administrative councilors in solving educational problems					
C	Ability of educational offices to provide supervisory support and monitoring the activities of school					
D	In adequacy of support provided by the community, Kebele administration and parents					
E	Motivational level and morale of principals and teachers					
F	Absence of communication , feedback and coordination between the school and education officials					
G	Ability to identify problems and solving conflicts timely and fairly					

Part VI: Strategies to be used to improve performance

7. Respond the following items by giving rank order according to their level of importance for your office by assigning 1 for the most important, 2 the next important... and 8 for less or not that much important in your organization’s situation. Mark an “X” under each number.

NB. You can assign similar number for more than one item that you think is equally important.

	Strategies to improve managerial performance	Rank order						
		1	2	3	4	5	6	7
1	Fair and timely assignment of skilled, competent and committed principals to schools							
2	Establishing assessment, monitoring evaluation, as well as feed back system.							
3	Exercising authority and responsibility delegated to WEOs and Schools.							
4	Creating healthy relationship between superiors and subordinates in the system							
5	Seeking mechanisms for enhancing morale and job satisfaction of employees.							
6	Restructuring the office, strengthening it by financial , human and material resources							
7	Creating the system of authority, responsibility and accountability in the system.							

Please mention other factor (s) you think is (are) important to improve managerial effectiveness of your office

48. What did you observe about the strengths and weaknesses of the educational activities of your organization?

Strengths _____

Weaknesses _____

49. What do you recommend to improve the performance and solve some deep-rooted educational problems of the Wereda?

Thank you for your precious time you spent!

Appendix 2

Addis Ababa University School of Graduate Studies

Institute of Educational Research (IER)

➤ **Questionnaire to be filled by Principals and deputy principals**

Dear respondents, the purpose of this questionnaire is to collect first hand information about the study on Managerial Effectiveness of Werda Education Officers in a Decentralized Management System in Mejjengir Zone. The effectiveness of the study depends on your genuine response to each question. Therefore, be honest, confident and purposeful while filling this questionnaire. Your response will be kept confidential and used only for academic research purpose-

➤ **General direction**

8. please follow the instructions provided for each part
9. For the open- ended questions, you are required to give short and precise response in the space provided.
10. please give only one answer to each item unless you are required to do otherwise
11. No need of writing your name

Thank you in advance for your cooperation

Tesfaye kebede.

Part I: personal data

1. Please indicated your personal information in the boxes provided with a tick (✓)

1.1 Name of your Wereda _____ Name of school _____

1.2 School level _____

1.3 Gender: Male Female

1.4 Your position: A) principal B) Vice principal

1.5 Age A) 20 – 25 years B) 26 – 30 years C) 31- 35 years

D) 36 – 40 years E) 41 years and above

1.6 Educational qualification:-

- A) TTI B) Diploma C) BA/BSC
 D) MA/MSc E) other, please specify _____

1.7 Field of specialization

- A) Educational planning and management B) pedagogic
 C) subject specialist D) other, please specify _____

1.8 Special training attended _____

1.9 Year of service:

- 1.9.1. As teacher: A) 5 years or below B) 6 – 10 Years
 C) 11 – 15 years D) 16 – 20 years E) 21 years and above
 1.9.2. As principal: A) 1 - 5 years B) 6 – 10 Years
 C) 11 – 15 years D) 16 – 20 years E) 21 years and above

1.10 How many years did you stay working in the wereda? _____

Part II. Level of effectiveness of wereda education officials in performing managerial functions

2. How do you see the performance of WEOs in carrying out the following managerial function? Please respond by marking “X” in the space provided.

Very Poor=1, Poor=2, Medium=3, Good=4, Very good=5

No	Managerial functions	Rating scale				
		5	4	3	2	1
1	Seeking valuable data from schools before formulating plans					
2	Ability to implement plans at school level (follow up, monitoring, evaluation of performance)					
3	Ability to make quality decisions timely on pedagogical issues					
4	Ability to provide sound decisions timely on administrative issues					
5	Establishing and strengthening different committees at school level					
6	Mobilizing the community to support schools					
7	Appointing qualified principals and teachers to schools according to rules and regulations					
8	Recruiting and assigning qualified teachers according to the needs of the school					
9	Disseminating information on timely basis to school and teachers					
10	Encouraging a healthy competition among schools					
11	Encouraging a healthy competition among the community to involve in educational activities					
12	Recognizing performance of organizations, educational professionals,					

	individuals and schools					
13	Taking corrective actions when there is deviant from policies, rules, and regulations timely					
14	Frequently evaluating the performance of schools					
15	Inspecting and follow up the implementation of school curricula					
16	Follow up the operation of different committees at kebele and school level					
17	Checking the availability and proper utilization of instructional materials and equipments in schools					
18	Presence of promotion and transfer to higher position (to suitable place					
19	Availability of favorable opportunity to improve qualification by joining higher education institutions					
20	Ability to establish good relationship between superiors and subordinates.					
21	Ability to recruit and assign teachers based on the needs of schools.					

Part III. Availability of enabling structure in schools

3. How do you judge the condition of administrative structure of your school? Indicate your level of agreement by marking "X" in the space provided.

SD= Strongly disagree, D= Disagree, U= Undecided, A=agree, SA= strongly agree

No	Presence of enabling structure in school	Level of agreement				
		SA	A	U	D	SD
22	The administrative structure of the school such as different committees, departments, board of education and training etc, are well established					
23	Authority and responsibility of different administrative bodies, committees, and individual teachers is clearly identified and communicated to members of the school system					
24	Effective and efficient information flow is established between the school and wereda education office					
25	Policy guidelines, rules and regulations are communicated to schools and committees by educational officers on a timely basis					

Please mention other structural defects exhibited in your school

Part IV: Support and participation of stakeholders

4. To what extent do major stakeholders support school activities? Please respond to the following items by marking "X" in the space provided corresponding to each activity.

VH=Very High, H= High, M=Medium, L=Low, VL=Very low

No	Support of wereda education officials	Rating scale				
		VH	H	M	L	VL
26	Willingness and commitment of WEOs to fulfill demands of the school ad the community					
27	Provision of feed back on work performance by WEOs					
28	Arranging condition and giving technical assistance to schools for school-based professional development programs by REB and WEOs.					
29	Support of the community					
	Financial support					
30	Material support					
31	Labor support					
32	Level of participation and commitment of kebele education training board					
33	Level of participation and commitment of PTA.					

Part V: Other Factors that can affect managerial activities

5. Possible problems that can affect the performance of wereda education officers are indicated below. Please give rank order according to the extent to which these problems affect the education system of your wereda.

5= the most serious problem, 4= Serious problem, 3= Some what serious 2= less serious and 1=not serious problem at all

No	Major Problems	Rating scale				
		5	4	3	2	1
A	Decision- making on major issues is highly influenced by political leaders					
B	Lack of teaching- learning materials, equipments and furniture in schools					
C	Absence of commitment and low motivational level of principals and teachers due to poor managerial activities of educational officers.					
D	Lack of sufficient budget allocated to schools enough to run and implement the educational activities					
E	Inadequacy of support from the community and parents to schools					
F	Absence of willingness, commitment and expertise of educational officers and top officials to coordinate and involve stake holders in educational activities					

Please state, if you have any, other problems other than the above

Part VI: Strategies to improve managerial effectiveness

1. Respond to the following questions by giving rank according to their level of importance. Select the best five by assigning 1 for the most important, 2 next important ... 5 for less important by marking an "x" under each column according to their level of importance.

NB. You can assign similar number for more than one item that you think is equally important.

	Strategies to improve managerial performance	Rank order						
		1	2	3	4	5	6	7
1	Fair and timely assignment of skilled, competent and committed principals to schools							
2	Establishing assessment, monitoring evaluation, as well as feed back system.							
3	Exercising authority and responsibility delegated to WEOs and Schools.							
4	Creating healthy relationship between superiors and subordinates in the system							
5	Seeking mechanisms for enhancing morale and job satisfaction of employees.							
6	Restructuring the office, strengthening it by financial , human and material resources							
7	Creating the system of authority, responsibility and accountability in the system.							

Please mention other strategies that are helpful to improve educational activities in your school and/or wereda.

40. What gaps did you observe regarding the managerial capacity of wereda education officials in your respective wereda?

41. What do you recommend to improve the performance of educational officers and solve major educational problems?

Thank you for your cooperation!!

Appendix 3

Addis Ababa University school of Graduate Studies

Institute of Educational Research (IER)

➤ Questionnaire to be filled by teachers

Dear respondents, the purpose of this questionnaire is to collect first hand information about the study on Managerial effectiveness of Wereda Education Officers in a Decentralized Management System in Mejengir Zone. The effectiveness of the study depends on your genuine response to each question. Therefore, be honest, confident and purposeful while filling this questionnaire. Your response will be kept confidential and used only for academic research purpose.

➤ **General direction**

2. Please follow the instructions provided for each part
3. For the open-ended questions, you are required to give short and precise response in the space provided.
4. Please give only one answer to each item unless you are required to do otherwise
5. No need of writing your name.

Thank you for your valuable information!

Tesfaye Kebede

Part I: personal data

2. Please indicated your personal information in the boxes provided with a tick (✓)

1.1 Name of your Wereda _____ Name of school _____

1.2 School level _____

1.3 Media of instruction. A) Mejnegrigna B) Amharic

1.4 Gender : Male Female

1.5 Age A. 20 – 25 years B) 26 – 30 years C) 31- 35 years
D) 36 – 40 years E) 41 years and above

1.6 Educational qualification:-

A) TTI B) Diploma C) BA/BSC

D) MA/MSC E) other, please specify _____

1.7 Field of specialization

- A) Educational planning and management B) pedagogic
 C) subject specialist D) other, please specify _____

1.8 Special training attended _____

- 1.9 Year of service: A) 5 years or below B) 6 – 10 Years
 C) 11 – 15 years D) 16 – 20 years E) 21 years and above

1.10 How many years did you stay working in the wereda? _____

Part II: Level of Effectiveness of Managerial Functions of WEOs

2. How do you see the performance level of major managerial functions of the school administration and wereda education officials? Please respond by marking “X” in the space provided.

Very Poor= 1, Poor=2, Medium=3, Good=4, Very good=5.

No	Managerial Functions of Wereda Education Officials	Rating scale				
		5	4	3	2	1
1	Mobilizing the community to support schools					
2	Appointment of principals to schools timely according to the rules and regulations.					
3	Organizing short-term trainings and workshops to teachers at wereda level					
4	Recognizing and rewarding performance of educational professionals the schools and teachers					
5	Ability to check the availability and proper utilization of instructional materials in schools					
6	Appointing qualified (as to the standard) teachers based on the needs of schools.					
7	The transfer process teachers were fair and were based on the needs of the schools and teachers.					
8	Ability to recognize achievements of schools and individuals (teachers, principals, committee members etc).					
9	Ability to monitor the availability and proper utilization of instructional materials in schools					
Managerial Functions of the School						
6	Presence of administrative and instructional plans in the school.					
7	Involvement of teachers while deciding on their issues					
8	Mobilizing the community to support schools					
9	Understanding and satisfying the needs of teachers					
10	Ability to check the availability and proper utilization of instructional materials in classes					
11	Communicating results of workshops, seminars and trainings to teachers					

Part III: Availability of Enabling Structure in Schools

3. How do you judge the condition of working culture and structure of your school?

SD = strongly disagree, D = disagree, U = undecided, A = agree, SA= strongly agree

No	Presence of Enabling Structure in Schools	Level of agreement				
		SA	A	U	D	SD
1	Presence of clearly identified authority, responsibility and accountability between the school administration and kebele Education and Training Board.					
2	The administrative structure of the school such as different committees, departments, parent-teacher association etc. is well established.					
3	Policy guideline, rule and regulation manuals are available for different school activities.					
4	Efficient and effective information flow and feed-back system are established between different parts of the school sub-system.					
5	The school environment is safe, peaceful and healthy suitable for effective teaching-learning process.					

Part IV: Supervisory Support Given to Teachers by WEOs

4. Have you ever been supervised by wereda education officials?

A. Yes B. No

If you have been supervised by educational officers, what do you think is the relevance and appropriateness of supervisory schedules and programs? Show your level of agreement by marking "X" in the space provided.

SD= Strongly disagree, D=Disagree, U= Undecided, A= Agree,

SA= strongly agree.

No	Supervisory activities	Level of agreement				
		SA	A	U	D	SD
1	Supervisory activities undertaken were sufficient, developmental and it has improved my professional skill.					
2	Classroom observations were unprogrammed, done carelessly and usually focuses on fault finding rather than consultative and developmental.					

Please write your opinion on this issue

Part V: Other Factors that can affect managerial activities

5. Possible problems that can affect the performance of wereda education officers are indicated below. Please give rank order according to the extent to which these problems affect the education system of your wereda.

5= the most serious problem, 4= Serious problem, 3= Some what serious

2= less serious and 1= not serious problem at all

No	Major Problems	Rating scale				
		5	4	3	2	1
A	Decision- making on major issues is highly influenced by political leaders					
B	Lack of teaching- learning materials, equipments and furniture in schools					
C	Absence of commitment and low motivational level of principals and teachers due to poor managerial activities of educational officers.					
D	Lack of sufficient budget allocated to schools enough to run and implement the educational activities					
E	Inadequacy of support from the community and parents to schools					
F	Absence of willingness, commitment and expertise of educational officers and top officials to coordinate and involve stake holders in educational activities					

35. What gaps did you observe regarding the managerial capacity of wereda education officials in your respective wereda?

36. What do you recommend to improve the performance of educational officers and solve major educational problems?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Thank you for your cooperation!

Appendix 4

Addis Ababa University school of Graduate Studies

Institute of Educational Research (IER)

➤ **Interview guide for officials of Wereda administrative council or their delegate**

Your Excellency, the purpose of this interview is to get additional information for the study on Managerial Effectiveness of Wereda Educational officers in a Decentralized Management System in Mejjengir Zone. Therefore, I would like to seek your cooperation to provide me valuable idea so that the information requirement for the study will be enriched. Thank you in advance for your cooperation!

1. How effective are the Wereda Education Officials in executing educational policies and programs in the Werda?
2. Do you think that Wereda education officials are competent, skilled and experienced enough to play their managerial and professional roles?
3. To what extent does the existing structure of Wereda education office enable the decentralized activities?
4. How stable are the organizational structure and education office heads? Did, turnover of education office heads created problem?
5. In what way and to what extent does the Wereda Administrative council support educational activities?
6. How do stakeholders support and participate in educational activities?
7. What do you think are major factors that hinder the success of educational service for the society?
8. What do you suggest the solutions for problems to get the desired result in education sector?

Thank you for your valuable information!

Appendix 5

Addis Ababa University School of graduate studies

Institute of Educational Research (IER)

➤ **Interview guide for head of Wereda Education office or their delegate.**

Your Excellency, the purpose of this interview is to get additional information for the study on Managerial Effectiveness of Wereda Educational officers in a Decentralized Management System in Mejengir Zone. Therefore, I would like to seek your cooperation to provide me valuable idea so that the information requirement for the study will be enriched. Thank you in advance for your cooperation!

1. In your opinion, is the human resource currently available in the office adequate? Do they perform their functions effectively?
2. Is the current structure of education office enabling for successful implementation of educational policies and programs?
3. To what extent are you able to exercise the decentralized management system? Do you have the required authority to make decisions on different educational issues?
4. To what extent do the major stakeholders involved in educational activities? What does the support of parents and the community looks like?
5. What do you think are the major factors and perceived problems that have affected the success of educational programs in the Wereda?
6. Is support given by regional education bureau to Wereda education office satisfactory? What do you think are the solutions for major problems facing education for future improvement?

Thank you for your valuable information!

N. o.	NAME	sex	Age	Semester		Amharic	English	Mathematics	Physics	Chemistry	Biology	Geography	History	Civics	Gen. Business	Economics	Inf. Tech.	H.P.E	Total	Average	Rank	Conduct	Remark	
				1 st	2 nd																			
101	Zeritu Bekele Kejele	F	17	51	60	49	60	41	63	50	49	60	52	45	58	56	56	64	545	54.5	53			
				51	60	49	60	41	63	50	49	60	52	45	58	56	56	64	545	54.5	53			
102	Tamyu Muega Gumea	M	18	54	52	49	52	35.5	57	46.5	38.5	55	41.5	52	48	48	48	70	49.25	49.25	92			
				41	52	49	52	35.5	57	46.5	38.5	55	41.5	52	48	48	70	49.25	49.25	92				
103	Yohannis Degefa	M	18	60	57	36	56	62	41	38	57	52	45	48.2	48.2	92								
				60	57	36	56	62	41	38	57	52	45	48.2	48.2	92								
104	Muse Alnye Hassen	M	18	49	51	35	51	46	59	42	62	48	59	59	59	81								
				49	51	35	51	46	59	42	62	48	59	59	59	81								
105				52	51.5	50	55.5	54	54.5	50	63	52.5												
				52	51.5	50	55.5	54	54.5	50	63	52.5												

Teacher's name Shemessa T.
 Director's Name _____

Date 2010/12/20
 Sign _____



PROMOTED (V.V.)
 PROMOTED (V.V.)
 DETAINED (V.V.)

Q. No.	Student Name	Sex	Age	Semester	Amharic	English	Mathematics	Physics	Chemistry	Biology	Geography	History	Civics	Gen. Business	Economics	Inf. Tech.	H.P.E	Total	Average	Rank	Conduct	Remark		
81	Tefera Okello	M	18	1 st	35	56	31	72	35	51	61	46	65				18	470	49	88				
				2 nd	52	56	44	49	64	58	51	56	47				57	534	53					DETAINED
				Av	43.5	56	37.5	60.5	49.5	54.5	56	51	56				37.5	502	50.2					PROMOTED
82	Terege Kenok Meles	M	15	1 st	54	47	58	59	51	55	43	58	47				28	500	50	83				
				2 nd	73	58	47	50	47	68	52	59	64				76	594	59.4					PROMOTED
				Av	63.5	52.5	52.5	54.5	49	61.5	47.5	58.5	55.5				52	547	54.7					PROMOTED
83	Teseema Burby	M	19	1 st	53	58	47	49	58	59	49	80	48				63	564	56.4	48				
				2 nd	66	50	47	52	59	37	53	52	64				59	539	53.9					PROMOTED
				Av	59.5	54	47	50.5	58.5	48	51	66	56				61	551.5	55.1					PROMOTED
84	Tefaye Ayalew	M	18	1 st	77	65	47	59	39	61	51	62	62				40	563	56.3	49				
				2 nd	77	55	47	60	77	52	48	61	64				70	611	61.1					PROMOTED
				Av	77	60	47	59.5	58	56.5	49.5	61.5	63				55	587	58.7					PROMOTED
85	Tefaye Kasa Abegas	M	15	1 st	55	63	42	75	72	78	61	64	69				76	655	65.5	7				
				2 nd	59	58	46	60	54	72	45	60	73				72	599	59.9					PROMOTED
				Av	57	60.5	44	67.5	63	75	53	62	71				74	627	62.7					PROMOTED

Teacher's name Dawit WAKJIRA Date 30/10/2001 Sign [Signature]

Director's Name ASSHALEW AYEMERU Sign [Signature] Date _____

Appendix 6

APPENDIX 7

Performance checklist of Wereda Education Offices

No	Indicator	Godere Wereda					Mengeshi wereda				
		Base year (E.C)					Base Year (E.C)				
		1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
1	Number of pre primary schools	2	3	3	3	3	-	-	-	-	-
2	Number of primary schools	25	27	29	16	16	-	-	-	5	7
3	Number of G. secondary schools	1	1	1	1	1	-	-	-	1	2
4	Number of preparatory schools	1	1	1	1	1	-	-	-	-	-
5	Number of ABE centers	12	12	12	7	7	-	-	-	8	5
6	Number of primary school students	11234	11913	13967	10362	10297	-	-	-	1654	1828
7	Share of girls in primary school enrollment	41.57%	42.27%	44.24%	46%	48.4%	-	-	-	40%	42%
8	Number of secondary school enrollment	839	960	1167	1457	1639	-	-	-	329	525
9	Share of girls in secondary school enrollment	19.9%	22.6%	21.42%	29.6%	32.6%	-	-	-	27%	31%
10	Number of primary school teachers	314	317	399	301	315	-	-	-	189	199
11	Share of qualified primary school teachers	80%	84%	86%	86%	89%	-	-	-	80%	82%
12	Number of secondary school teachers	31	32	40	52	55	-	-	-	6	11
13	Share of qualified secondary school teachers	4%	5%	29%	35%	51%	-	-	-	15%	20%
14	Primary school student- textbook ratio (AV)	1:12	1:13	1:13	1:14	1:14	-	-	-	1:8	1:7
15	Secondary school student- textbook ratio (AV)	1:9	1:9	1:8	1:8	1:8	-	-	-	-	-
16	Primary school student- classroom ratio (AV)	1:85	1:87	1:86	1:80	1:82	-	-	-	1:75	1:80
17	Secondary school student- classroom ratio (AV)	1:95	1:96	1:96	1:107	1:110	-	-	-	1:83	1:85

Source: Godere and Mengeshi wereda education offices

APPENDIX 8

Wereda Education Offices Manpower Availability Checklist

No	Job Title	Weredas				Remark
		Godre		Mengeshi		
		A	NA	A	NA	
1	Office head	✓		✓		
2	Secretary typist	✓			✓	
3	Plan and documentation	✓			✓	
4	Gender affairs	✓			✓	
5	Administration and finance service	✓		✓		
6	Secretary typist	✓			✓	
7	Personnel and G/service	✓			✓	
8	Personnel secretary		✓		✓	
9	Record office head	✓			✓	
10	Record office 1	✓			✓	
11	Record office 2	✓			✓	
12	Post person		✓		✓	
13	Store keeper	✓			✓	
14	Driver		✓		✓	
15	Photocopy and duplication operator		✓		✓	
16	Education Program team leader	✓		✓		
17	Per-primary and P.E Monitoring expert	✓			✓	
18	Formal education Programs expert	✓		✓		
19	Non-formal education Program expert	✓			✓	
20	Educational materials supply and distribution expert	✓			✓	
21	Plasma and radio education program monitoring expert		✓		✓	
22	Education supervision/inspection expert	✓			✓	
23	Supervision professionals	✓			✓	
24	Junior experts	✓			✓	
25	Adult and KG. Experts		✓		✓	
26	Guards	✓			✓	
27	Messengers		✓		✓	
28	Janitors	✓			✓	

Source: Godere and Mangeshi wereda education offices.

Key: A=available, NA= Not available.



Appendix 9

የጥቅም ገቢ ማስገባት ሚኒስቴር ቢሮ
 ማስገባት ሚኒስቴር/ማስገባት
 ሚኒስቴር
 Council of People's National
 Regional State
 Majangir Zone Custom Warehouse
 Capacity Building Office - Metti

ቁጥር 9498 / 03-02 / 2001
 ቀን 21 / 08 / 2001

ለመ/ር አስቻለው ታዬ
 የትንሹ ሜጢ ከ/ሀ/ደ/ት/ቤት
 ሜጢ

ጉዳይ:- ውክልና ይመለከታል::

በትንሹ ሜጢ ከ/ሀ/ደ/ት/ቤት በሃላፊ መምህርነት ተወክለው ሲሰሩ የነበሩትን መምህር አስቻለው ታዬን የሃላፊ መምህርነት ውክልና የስራ ጊዜ ከሀ-መ ያሉትን ድክመቶች በመዘዘዘር ውክልናውን ያነሱ መሆናቸውን የተጻፈ ደብዳቤ ሲገለጽ በግልጽ አሳውቀውናል:: የአሰራሩን አግባብነት ትክክለኛነት በማረጋገጥ ውክልናው እንዲመለስ እንዲደረግ ለወረዳው ት/ት እና አቅም ግንባታ ጽ/ቤት መመሪያ እንዲተላለፍ እንጠይቃለን::

የሚል ከመዠ/ዞ/መሀበራዊ ጉዳይ ማስገባት በደብዳቤ ቁጥር 1173/ማሀ/02 በቀን 01/8/2001 ዓ.ም በተጻፈ ደብዳቤ የተገለጸልን ስለሆነ ከዞኑ በተሰጠው መመሪያ መሰረት አስፈላጊው እንዲፈፀም አሳስባለሁ::

የሚል ከጎደሬ ወረዳ መስ/ምክር ቤት ጽ/ቤት በደብዳቤ ቁጥር 1/2206/21/3 በቀን 13/8/2001 በደረሰን መሰረት ውክልናዎ የተመለሰሎት መሆኑን እናሳውቃለን::

Handwritten signature and stamp



Appendix 10

ቁጥር 9872/03-02
ቀን 21/07/2

ለመ/ር አስቻለው ታዩ ባሉበት፣

Gambella People's National Regional State
Majangir Zone Gubere Woreda
Capacity Building Office - Metti

ጉዳዩ፡- የተሰጠዎት ውክልና መነሳቱን ስለመግለፅ፣

በቁጥር 588/03-02/2001 በቀን 30/01/2001 ዓ.ም በተፃፈ ደብዳቤ በጊዜያዊነት የትንሹ ሜጢ ክ/ሀ/ደ/ት/ቤት ኃላፊ ሆነው እንዲሠሩ መወከልዎ ይታወሳል። ሆኖም ግን፣ ሀ/ የተሰጠዎት ውክልና በቁጥር 8/9454/80/8 በቀን 01/11/2000 ዓ.ም ተዕገፎ የደረሰንን የር/መ/ራን አመዳደብ መመሪያና ደንብ የጣሰ ከመሆኑም በላይ ግልፅነት የጎደለው ስለነበር፣

ለ/ የት/ቤት መሻሻል ፕሮግራምን ለመተግበር ልምድና ብቃቱ ያለው የሠለጠነ ር/መ/ር ስለሚያስፈልግ፣

ሐ/ ት/ቤቱ ሁለት የሠለጠኑ ኃላፊዎች ያሉትና ር/መ/ሩ ለትምህርት ቢሄዱም ም/ር/መ/ሩ በሥራ ገበታቸው ላይ ስላሉ፣

መ/ ም/ር/መ/ሩ ካላቸው ልምድና ብቃት እንዲሁም ሥልጠና ት/ቤቱን ለመምራት የተሻሉ ናቸው ብሎ ጽ/ቤቱ በማመኑ ከዛሬ ጀምሮ በኃላፊነት የተሰጠዎት ውክልና ተነስቷል።

ስለሆነም በኃላፊነት የተረከቧቸውን ንብረቶች ለም/ር/መ/ር አበበ ጌታሁን በማስረከብ የተጣራ ክልራንስ ወስደው የት/ቤቱ ጽ/ቤት የሚሰጥዎትን የመ/ርነት ሥራ በመግባባትና በትጋት እንዲሠሩ እንገልጻለን።

ግልባጭ፣

- > ለጋምቤላ ስ/ብ/ክ/መ/ት-ም/ቢሮ ጋምቤላ፣
- > ለመሻር/ቡን መስ/ምክ/ቤት
- > » » ማህ/ጉዳ/ጽ/ቤት
- > ለጎደራ ወረዳ መስ/ም/ቤት
- > » » ገን/አ.ኮ/ልማ/ጽ/ቤት
- > ለጽ/ቤቶችን አስ/ፋይ/አገ
- > » መደ/የሆ/ያል/ት-ም/ቡ-ድን
- > » ሠራ/ማስ/ጠ/አገ ሜጢ፣
- > ለትንሹ ሜጢ ክ/ሀ/ደ/ት/ቤት ትንሹ ሜጢ፣
- > ለም/ር/መ/ር አበበ ጌታሁን ባሉበት፣

Handwritten signature and date: 21/7/2007

« ከሠላምታ ጋር »

ሻሙኤል ፓሊስ ቤንጂን
Samuel Palle Benjen

ቀዳማዊ ጽ/ቤት ኃላፊ
Head of Education Office

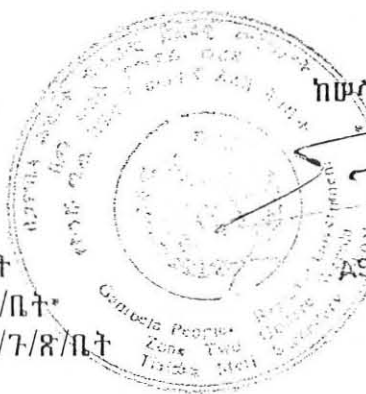
ገንዘብ ምክርቤት ቤቅ
 Gambela Peoples' Regional Government
 Zone Two Cadete Woreda
 Tinishu Moti Secondary School

ቁጥር 1613/1/17
 ቀን 11/7/2001

**ሰገደራ ወ/ት/ጽቤት
 ሚጢ**

ጉዳይ፡- የትምህርት ሥራ መቀረጡን ስለማሳወቅ

ከላይ በርዕሱ ስመግለጽ እንደተሞከረው የት/ቤታችን የመማር ማስተማር ሂደቱ በመምራን የደረጃ ዕድገት እርከንና የት/ት ሰጪጥ 1999ዓ.ም/2000ዓ.ም ወዘዘ ክፍያን እንድከፈለን በሚል ባስቀመጡት ቀንገደብ መሰረት በ10/07/2001ዓ.ም ጀምሮ የት/ት ሥራውን ያቆሙ መሆኑን እየገለጸን በሌላ በኩል ግን ተማሪዎች በሁለቱም ፈረቃ በጥላዘማ የሚሰጡትን የት/ዓይነቶች በሙሉ እየተከታተሉ መሆናቸውን እናሳውቃለን።



ከሞላምታ ጋር

Aschalew Taye Nigussie

ሰገደራው ታዩ ገጉሴ
 ASCHALEW TAYE NIGUSSIE
 ርዕሰ መምህር
 Principal

ገልባጭ

- ሰመዘ/ዘ/መ/ም/ቤት
- ሰገደራ/ወ/መ/ስ/ም/ቤት
- ሰመዘንገር/ዘ/ማህ/ጉ/ጽ/ቤት

ሚጢ

• እኒቷ ልጅ ልጅ ልጅ ልጅ
 ማጠፊያ

የገንዘብ ምክርቤት ቤቅ አቅጣጫ ቁጥር/ቀን

ወ/ት/ጽቤት

የግብር ቁጥር 03-02

የረዕሰ ቀን 11-7-2001

የተመረቀው ቀን 11 11 11

የተመረቀው ክፍል ከገ/ወ/ት/ጽ/ቤት

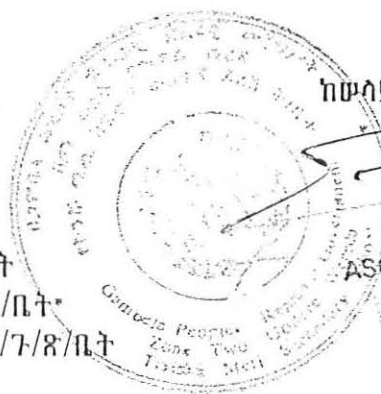
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 የግንባታ ጉዞ ስራ ስራ ስራ
 Gambela Peoples' Regional Government
 Zone Two Cadare Woreda
 Tinishu Mati Secondary School

ቁጥር 1613/1/17
 ቀን 11/7/2001

**ሰገደራ ወ/ት/ጽቤት
 ሚጢ**

ጉዳይ፡- የትምህርት ሥራ መቀረጡን ስለማሳወቅ

ከላይ በርዕሱ ስመግለጽ እንደተሞከረው የት/ቤታችን የመማር ማስተማር ሂደቱ በመምራን የደረጃ ዕድገት እርከንና የት/ት ሰጪግ 1999ዓ.ም/2000ዓ.ም ዉዘፍ ክፍያን እንድከፈለን በሚል ባለቀመጡት ቀንገደብ መሰረት በ10/07/2001ዓ.ም ጀምሮ የት/ት ሥራውን ያቆሙ መሆኑን እየገለጸን በሲሳ በኩል ግን ተማሪዎች ሰቡቱም ፈረቃ በጥላዘማ የሚሰጡትን የት/ዓይነቶች በሙሉ እየተከታተሉ መሆናቸውን እናሳውቃለን።



ከሰጠታ ጋር

Aschalew Taye Nigussie

አስቻለው ታዩ ግንብ
 ASCHALEW TAYE NIGUSSIE
 ርዕሰ መምህር
 Principal

ግልባጭ

- ሰመዥ/ዘ/መ/ም/ቤት
- ሰገደራ/ወ/መ/ስ/ም/ቤት
- ሰመዥንግር/ዘ/ማህ/ጉ/ጽ/ቤት
 ሚጢ

• ለተገቢው ሰጠ ሰጠ ሰጠ ሰጠ
 ሚጢ

የጉዳይ ሰጠ ሰጠ ሰጠ ሰጠ

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የግንባታ ቁጥር 03--02

የደረጃ ዕድገት ቀን 11-7-2001

የተሞራበት ቀን 11 11

የተሞራበት ዘጠኝ 1613/1/17/17

This thesis has been submitted for examination with my approval as University Advisor

Name: Wossenu Yimam (PhD)

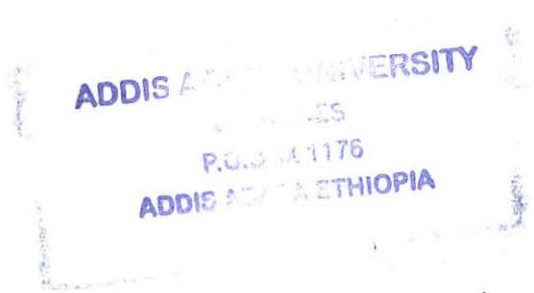
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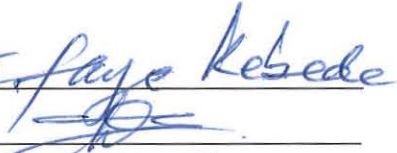
14 June 2010

Addis Ababa University



Declaration

I here by declaration that this thesis is my original work and that all sources of information used for the thesis have been fully acknowledged

Name Tesfaye Kebede
Signature 
Date 14 June 2010