



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL  
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**THE PRACTICE OF SCHOOL-BASED MANAGEMENT IN  
GOVERNMENT SECONDARY AND PREPARATORY SCHOOLS IN YEM  
SPECIAL WOREDA, SNNPR**

**By:**

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**A Thesis Submitted to the School of Graduate Studies at Addis Ababa  
University in partial Fulfillment of the Requirements for the Degree of Master  
of Arts in College of Education and Behavioral Studies**

## Advisor's Approval Sheet

As the thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Demelash Negussie entitled the practices and challenges of school-based management in government secondary and preparatory schools in Yem special woreda. I recommend that it can be submitted as fulfilling the thesis requirement.

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## **Declaration**

I, the undersigned, declare that this thesis is my original work and contains no material published elsewhere or extracted in whole or in part from any thesis submitted for previously completed degrees. Moreover, no other person's work has been used without due acknowledgement.

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Date\_\_\_\_\_

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## **ABBREVIATIONS AND ACRONYMS**

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>CPD</b>    | Continuous Professional Development                    |
| <b>DA</b>     | Dis Agree                                              |
| <b>DID</b>    | Department for International Development               |
| <b>E.C</b>    | Ethiopian Calendar                                     |
| <b>ESDP</b>   | Education Sector Development Program                   |
| <b>ETP</b>    | Education Training Policy                              |
| <b>KETB</b>   | Kebele Education Training Board                        |
| <b>MOE</b>    | Ministry of Education                                  |
| <b>OECD</b>   | Organization for Economic Cooperation and Development  |
| <b>PTA</b>    | Parent Teachers Association                            |
| <b>SA</b>     | Strongly Agree                                         |
| <b>SBM</b>    | School Based Management                                |
| <b>SDA</b>    | Strongly Dis Agree                                     |
| <b>SNNPRG</b> | South Nations Nationalities People Regional Government |
| <b>SPSS</b>   | Statistical Package of Social Sciences                 |
| <b>WEO</b>    | Woreda Education Office                                |

## **ABSTRACT**

*The focus of this Study is The practice of School-Based Management (SBM) in government secondary and preparatory schools of yem special woreda, SNNPR. The Objective is to assess and describe the basic actions that schools' management practice to build effective educational management and the current status of SBM. It also suggests that these practices are context specific and differentiated among schools. Three key-research questions were formulated. The study used a mixed methods of data collection. In each school, semi-structured interviews, non-participant observations and document checking were conducted. Data analysis was conducted in two stages: within-case and cross-case analysis. Analysis revealed that SBM practices usually starts by involving teachers and transforming the school into a professional-learning-community where learning and improvement as practiced by teachers and students. Consequently, SBM practice were based on developing strategies that are unique to each school given its context, internal management predispositions and culture that ensure sustainable improvement for each particular school. This research result on SBM and leadership provides a visual display of interaction between internal capacity, culture and external context. Consequently, practicing School-Based Management provided opportunity for building the capacity for school improvement programs that enabled internal and external forces of change and development.*

# **CHAPTER ONE**

## **Background**

### **Introduction**

In many education systems, school-based management (SBM) has emerged as an important way for improving the quality of education. However, the structure of the education system with the central government playing many roles affects how SBM activities are conceived and implemented. A strong SBM exists when “almost full control of schools by councils, parents, and school administrators (including full choice such as creation of new public schools) or high degree of autonomy given to councils over staffing and budgets”, Burns. Although our schools clearly have no such practices this study has tried to examine the current implementation of SBM practices.

### **1.1 Background of the study**

Education is the tool used for developing human skills and knowledge; added that, it is widely accepted that the objective of education is to equip students with knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. Has further mentioned that education with higher quality fosters the economic growth and development of a nation which properly educates its children is investing for its future development. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. As to the World Bank (2011), education occupies a unique position in the life of any nation, because it is one of the most powerful ways to reduce poverty and inequality, to promote peace and to lay foundation for sustainable economic growth. From this, it can be understood what role education plays for the overall development of a nation.

Supporting this, in the past 2001 G.C national authorities rely strongly on the School based Management to monitor both the quality of schools and key measures of its success, such as student achievement. Nowadays improving the quality of education has been given priority throughout the world; and to improve the quality, the national authorities are highly focusing on the School based Management. Quality education is the provision of good education by well-prepared teachers.

The evolution of School based Management is evident throughout history as a reflection of learning theory social and political influences. To manage means to guide, assist, direct, oversee, or to make sure that anticipated principles are met. Thus, Management in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out.

Management therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools. Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence others. To some extent this form of interactions is deeply challenged by a predetermined program of instruction. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students.

School based management is decentralization of authority to the school level (World Bank, August 2014). It is transfer of responsibilities and decision-making over school operations and school management to principals, teachers, parents, sometimes students and other school community members. The school level actors, however, have to, or operate, with in a set of centrally determined policies. It is an ideology of ensuring the improvement of all teachers and local community at school level (Hogue, 2007).

The practices of school based management is one of the recent global education managerial reform practices which are aimed at increasing education quality standard without necessarily investing more resources in education system. The fact that the managerial approaches to education reform have been worldwide is to a great extent, related to the material and ideational power of organizations backing them. These reforms count on persistent performers strategically located in very influential and well-connected international organizations, the World Bank being the most outstanding. These types of organizations count on necessary skills to frame managerial education reforms in appealing way as well as on the resources to promote them effectively via international seminars, well distributed publications, highly – ranked web-pages and so on. However, the projects funded by the World Bank, but also regional development banks in the

last decades show how components such as school competition, school based management, decentralization private sector participation and more recently accountability have been disseminated to all world regions. In general, due to the increasing international pressure stemming from international standardized test, loan conditionality, the EFA (education for all) action frame work and so, more and more governments are open to experimenting with innovative ways of education delivery and in adapting new managerial approaches and the same is true for expansion of the practice of a SBM over the world (verger and Antilyelken, 2011).

The practice of SBM in the Ethiopian education system was introduced and implemented widely following the coming of the FDRE government to power in 1991. This is because the former education policies of the country were suffering from multifaceted problems. The major problems were; related to issue of relevance, quality, equity, access and efficiency. As a result of previous neglect Ethiopian education sector was characterized, at all levels, by extremely low over all participation rates (30% at elementary, 13% at secondary and less than 1% at tertiary levels), (MOE/ETP, 1994).

In relation to the Woreda in which this study was conducted, the practices showed that there were some attempts to involve the various activities and practices among the school management at preparatory levels. At regional level, as the information obtained from the regional education bureau depicts, many principals were sent to higher education to attend their leadership trainings at in-service program. Special training was also provided to leaders and other stakeholders in relation to instructional leadership in combination with (MOE, 2013) experts while introducing GEQIP and its implementation. However, the changes observed and the results obtained in schools were very low.

Generally implementation of SBM practices over the world as well as in our country concentrate attention on enhancing the autonomous and responsibility of site managers, empowering the local community in decision-making of school affairs, encouraging the involvement of school community in school improvement programs developing the transparency and accountability of both woreda education office and school leaders, making cooperation among members of school to ensure the effectiveness and efficiency of school through achieving predetermined students learning outcomes.



This research assess the overall practice of school based practices that Constraint the functionality of SBM process at Yem woreda government secondary schools.

When SBM is adopted, site councils usually are created at the school site to make decisions about programs and resources. In some schools, the structure and composition of the council is decided by the district or even by the state, while in other schools, the school itself can determine the composition of the council. Whether established at the district, state or the school-level, most council are composed of administrators, teachers, parents and classified employees, who are elected by their respective constituencies. In some schools, the council has final approval on decisions under its jurisdiction; in others, the principal retains final decision-making authority. Many SBM schools also have created a formal system of subcommittees which report directly to the cluster supervisors. Some schools have as many as twelve subcommittees. Other schools use as few as three subcommittees covering areas such as budget, curriculum and instruction, and facilities. Subcommittees dealing with the core technology of schooling such as curriculum and instruction may have teacher members only. Other subcommittees, like public relations and technology, have a wide range of participants including parents and community representatives, in addition to teachers.

What distinguished the schools where SBM worked from the struggling schools was the extent to which power was dispersed throughout the school beyond the principal and council to subcommittees and other decision-making groups, like teaching teams and ad hoc interview committees. These groups were created by principals or the council and tended to be structured formally, with assigned members and regular meeting times. With the wide dispersal of power, nearly all department members at the successful schools participated in SBM practices.

These schools used their new power to bring about change in teaching and learning practices. For instance, one school reallocated two teaching positions to create two part-time resource teachers: one who worked to coordinate professional development for teachers and the other who worked to monitor student absenteeism. Other schools focused on restructuring the school day. One council voted to lengthen the school day, so that teachers could have a common planning period one morning a week. Another school shortened the day several times during the year to schedule face-to-face parent conferences to distribute student report cards. Finally, resource allocation

decisions also were targeted at improving teaching and learning. One council at an elementary school agreed to use all their instructional dollars for the year to purchase math manipulative for the entire school. Likewise, schools that had the budget authority to carry-over savings from one year to the next used their savings for instructional needs. With power dispersed and decision-making focused on teaching and learning, the isolation so common in schools was notably less in the successful practices of SBM schools I have been studied.

Struggling SBM schools tended to concentrate power in a single school council that often was composed of a small group of committed teachers who were painfully aware they did not have broad representation. Subcommittees and other decision-making groups (if they existed at all) did not have wide participation and so the committed few often felt exhausted and burned-out. Further, there were strong feelings of isolation among teachers in the absence of meetings that allowed teachers and other stakeholders to interact around specific projects, such as the development of a school-wide portfolio assessment system.

Professional development in schools where SBM worked was a very high priority. Activities were oriented toward building a school-wide capacity for change, creating a professional community and developing a shared knowledge base. In some successful SBM schools, teachers with release time were responsible for soliciting input from other teachers, and either arranging for the training or actually delivering it themselves. Several schools routinely sent small groups of teachers off-site for training who then returned to train the rest of the staff. Through our interviews and surveys in actively restructuring schools, we found widespread knowledge of the topics targeted for training and broad, if not universal, participation

Schools where SBM worked were also more likely to have multi-year commitments to professional development which included all teachers. These schools often offered follow-up sessions. Several of them had subject matter consultants who visited and carried out demonstration lessons, observations, and worked with teachers on individual and group problem-solving.

These schools also had expanded the categories of training and of individuals receiving training. The subject matter of training was broadened to assist with the new decision-making responsibilities at the school level. Training was provided in interpersonal skills required for

effective work groups, such as group decision-making, consensus-building and conflict resolution, and in leadership responsibilities like running meetings, budgeting and interviewing. Attention also was given to developing knowledge in the core technology of schooling -- teaching, learning, curriculum and assessment.

The categories of individuals receiving training were expanded to include nearly all members of the school organization and the various stakeholders. As a result schools where SBM worked had council members, teachers, administrators, office staff, support personnel and in some cases students receiving various kinds of training. Sources of training at actively restructuring schools included training from the district office, universities, and colleges.

By contrast, in struggling schools there tended to be an individual focus to professional development rather than a school-wide focus. We also found more instances of "go, sit and get" training rather than on-going professional development models. Some teachers opted out of professional development all together. In other struggling schools, the only target group for training was the small group who sat on the site council. Their training tended to be offered at the start practices of SBM but without on-going support. One council had been trained initially on how to make decisions by consensus, but with little on-going support during the year, "meaty" topics were eventually shelved in favor of "easy to reach consensus" topics. Struggling schools also typically lacked a staff development plan. Funds for training in such schools were dispensed on a case-by-case basis, usually by the principal, without any school-wide involvement in who should be trained or what the topics for training should be.

All of the schools where SBM worked created some sort of network of work groups where many issues originated or were delegated. In addition to grade level teams and subject area teams, teachers were also on council subcommittees, or school-wide committees addressing a particular school priority or goal. It was common in these schools to have teachers working on two or more committees. For example, an elementary teacher might be on a vertical work team addressing a subject area or a school goal -- such as expanding the use of technology in the classroom -- with representatives from all grade levels, and a horizontal grade level team. A secondary teacher might be on a vertical work team focusing on a school goal and a horizontal subject area team with members from relevant departments. Because many committees cut across level and subject areas, there was wide awareness of the needs of the school as a whole. Several schools scheduled

brief grade level or department meetings (above and beyond the regular meetings of those groups) immediately after faculty meetings, so that horizontal input could be given quickly. Two secondary schools used short meetings every morning before school to share information among members of the school organization. The effect of these work teams was dramatic. There were high levels of school-wide awareness of issues and much greater ownership in decisions than at the struggling SBM schools. Further, implementation of curriculum and instruction reform at these schools was consistently described as a collective effort, with constant problem-solving and fine-tuning as a result of teachers continuously talking about reform. By contrast, in struggling SBM schools we found teachers often uninformed about school-wide issues, basing their opinions on rumors, and using pronouns like "they" to describe decision makers.

Most of the successful SBM schools were also systematic and creative in how they tried to communicate with parents and community. Many administered annual parent and community satisfaction surveys, and the results typically were used to help set priorities for the following year. Another common practice in successful SBM schools was to disseminate daily attendance and tardiness data to parents on a regular basis. Parent-teacher conferences and newsletters were also used as information channels. Some schools offered classes for parents on topics like computers and student-parent mass activities. Another school used grant dollars to hire a part-time ombudsman to serve as a liaison between the school and parent communities.

The schools where SBM worked also collected many kinds of data on school performance and tried to act on the information to improve that performance. In addition to attendance data which was collected by many schools, one secondary school regularly printed out grade distributions for every class as a means of monitoring student and teacher performance. Student performance data was maintained in a variety of forms such as portfolios and anecdotal records. Narrative report cards were being piloted in one school. Another school was developing its own student profiles in reading and mathematics with grade level expectations. Other schools were piloting student profiles in all subject areas.

Access to up-to-date information related to the management and operation of the school was spotty. This emerged as a key variable for central office attention. Schools engaged in SBM need timely information aggregated to facilitate use by a wide range of stakeholders. One of the

districts we studied recently installed an on-line interactive computer system in schools that included budget and personnel information; data on student achievement; electronic invoicing and purchasing; and a master schedule. Most schools, however, were not yet satisfied with their ability to monitor accurately and in a timely manner the status of resources and students.

***Frequently reward individual and group performance on progress toward school goals.***

Rewarding teachers for the additional effort and new roles that SBM requires and rewarding groups or schools for improvement was not frequently done, although schools where SBM worked used this approach slightly more than the struggling schools. Some of the successful SBM schools regularly recognized individuals for work well done; in other schools the norm was group recognition. Rewards which provided money included differentiated staffing positions with extra compensation for administrative responsibilities, money for professional development, and grants to reimburse teachers for extra time, including (in one district) money for council membership. Non-monetary recognition included the prestige associated with responsibilities like mentoring, notes of appreciation from the principal, recognition meals, and plaques. In schools where we found distrust, monetary rewards were suspect and public recognition was greeted with cynicism.

Differentiated staffing was widely used and accepted as a way of recognizing expertise in one of the districts we studied. Some of the positions offered additional pay and a slightly reduced teaching load; for other positions, only teaching loads were reduced; and a third type offered only intrinsic rewards, mainly the prestige and visibility of being a leader. All of these positions had to be applied for and were allocated to schools on the basis of student enrollment, typically accounting for about 50% of the teaching positions in a given school.

It has been argued that intrinsic rewards are sufficient to motivate and reinforce teachers. We found in actively restructuring schools many teachers were excited and motivated by the climate of professional collaboration and learning in their schools. We also found that some teachers, who had been working with SBM for longer than four years, were tired and wondering if they could keep up their level of involvement.

## **1.2 Statement of the problem**

As illustrated by the MoE, (2015), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in School based supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers teaching in the classroom, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. However, Regional, Zonal and Woreda levels in community mobilization documents, seminars, workshops and Woreda annual reports (2015) repeatedly indicated that in secondary schools, school based management were not performing as it was expected.

The elements of school based management encompasses the formulating of school development strategies or policies, personnel management, material and financial resources management as well as ensuring curriculum design and instructional management (EMB, February 2006) so as to achieve improved students learning outcomes.

Thorough implementation of SBM is an essential tool for school improvement program through empowering the authority, accountability, responsibility and transparency of school stockholders at school site. There are critical determinants persist to stymie the efficient and effective delivery of educational services in Ethiopia (Garia and Rajkumar, January 2008:57).

There are 4 secondary and 2 general secondary and preparatory schools in Yem woreda as in 2012 E.C. The SBM practice in this woreda has began implementation since the design of the new education and training policy of Ethiopia in 1994 E.C similar to other districts of the country.

An inspection was carried out by the woreda office inspection experts in 2007 E.C /Yem woreda education inspection report, June 2007 E.C. The inspection and leveling was made in relation to national education quality set by the ministry of education based on input, process and result parameters (MOE, 2005 E.C). Those schools whose performance level arrived at quality standard level 3 have developed and implemented very well SBM process relatives to the rest schools whose result indicate at quality standard level 2 have constraints in SBM practice. The result of observed report showed none of the schools have arrived at quality standard level 4 which is the maximum expected quality assurance standard as set by ministry of education

(MOE, 2005 E.C). Although SBM might not necessarily be the reason for the low quality standard or guarantee the quality assurance, no professionals or researchers tried to find out the reason behind the low quality standard of the schools and its relation to the SBM.

A slight exception is an MA thesis entitled with principal's leadership role for school effectiveness in primary and secondary schools of Yem woreda" by Tesmamu Mire in 2004 E.C, Dilla University. His study shows the significant role of principals for school effectiveness and efficiency.

The researcher has been working for thirteen years (four years as a principal in a secondary school) on the study area. The researcher feels that there was a gap which needs in-depth investigation about the status of the current Management practices such as proper implementation of Management options and classroom observation, the proper implementation of School based Management responsibilities. Due to this reason, the researcher was motivated to assess the practices of School based school Management in Yem woreda secondary schools.

**Therefore, this study has tried to answer the following basic questions.**

1. To what extent is School Based Management practiced in the schools?
2. Who are the major stack holders involved in SBM practice at the woreda? And to what extent they are participating?
3. What are the constraints towards the implementation of School Based Management in the schools?

## **1.4 Objectives of the study**

### **1.4.1 General Objectives**

The overall objective of this study was to assess the status of School based management practices in government secondary schools of Yem woreda.

### **1.4.2 Specific Objectives**

Specifically, the study has attempt:

- To investigate the culture of consistent capacity building program for school leader to employ effective SBM practice at school context.

- To assess accessibility of financial and material resources for SBM practice.
- To examine the relationship between instructional leadership and SBM at Yem woreda secondary schools.
- To determine overlapping or burdening of various responsibilities to a single leader whether affect SBM or not.
- To assess the access of clear guidelines for practice of SBM at the woreda.

## **1.5 Significance of the study**

School based management is very crucial to promote teaching learning process and to maintain the quality of education. For several years, examining the practice of School based management was the concern of many educators all over the world. The main purpose of this study was assessing secondary schools on the determinants of School based management practice in Yem woreda that they are experienced and their views of what these practices should be of great importance for the management process in the schools.

The findings and recommendations of this study will help not only the Yem woreda Government Secondary and Preparatory Schools selected for the sample of this study, but also for all Government Secondary Schools in rural areas. It will help the secondary schools in the study area to understand the strength and weakness identified and indicate methods to improve their current SBS practices. It helps teachers to be aware of the extent to which School based supervision is being implemented and brings a better education quality in Yem woreda Secondary Schools by providing them basic skills of classroom instructions. It assists the School management to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to their activities. It helps all school leaders to identify the strengths and weaknesses of School management activities to take remedial measures against the challenges that secondary schools face in implementing school based supervision. It will provide information for woredas and Zonal Education experts and other researchers that can conduct further research on the same topic by using this study as source of information on the current practice and activities of school based management. It would serve as a starting point for other researchers who were interested to conduct research on the title.



## 1.6 Scope of the study

Even though, the trend of SBM practice account more than 20 years in the country the level of implementation from woreda to woreda (school to school) still varies.

Therefore, the area of this research is delimited to survey trends of SBM practice and the major determinants that are tackling the implementation of SBM at Yem woreda government owned secondary and preparatory schools of SNNPRG.

## 1.7 Limitation of the Study

It was not easy to get all relevant information from respondents, most of the principals and supervisors were busy and had no enough time to respond questionnaire. Some of them who have enough time were also fear/insecure to reply the real situation and reluctant to fill in properly as per the required time.

However, the researcher was able to minimize some of these problems by openly discussing on the objective of the study and repeatedly contact with respondents. The return rate of the questionnaire also maximized because some of principals and supervisors helped the researcher by encouraging respondents to fill in the questionnaire and return them. Another limitation was lack of relevant literature on particularly practices of school based management in case of SNNPRS were scarcely available. To minimize this, researcher used all opportunity of searching in library and internet. In spite of these short comings, however, researcher attempted to make the study as complete as possible and hopes that readers will get some valuable ideas on the subject area.

## 1.8 Operational Meaning of the variables

**Educational leaders:** refer to principals, vice principals, department heads secondary school supervisors, Woreda education office heads, work process owners.

**Instructional leadership:** Stands the behavior of teachers in working with students to improve teaching learning result. The emphases are on the direction and impact of influence rather than to influence the process (Bush and Glover 2003:10).

**Preparatory School:** Schools that provide preparatory education for two years (11-12), which prepares students for higher education.

**School-based Management (SBM):** For the purpose of this study, school-based management is defined as an approach or a strategy by which authority is delegated from central administration to individual schools. The domains of this authority are: effective school leadership, budget allocation, management strategies, staff development, curriculum and instruction, and resources.

**Secondary School:** Schools that provide secondary education for two years (9-10), which prepares students for further general education and training.

## **1.9 Organization of the Study**

This study encompasses five chapters. The first chapter is introduction to the study that includes background of the study, statement of problem, basic research questions, objectives of the study (general and specific), significance of the study, scope of the study, limitation of the study, operational key terms and organization of the study. The second chapter provides the review of literatures pertinent to the study which shows a basic framework for the study. The third chapter presents the research design and methodology, data sources, population size, sample and sampling techniques, data collection instruments, questionnaires, interviews, document analysis, validity of the study reliability of the study, ethical consideration and procedures of data collection while the fourth chapter contains data presentation analysis and interpretation through both quantitative and qualitative methods. The fifth chapter deals with the summary of major findings, discussion, conclusions and recommendation of the study.

## **CHAPTER TWO**

### **Literature Review**

#### **2.1 Introduction**

The reviewing of related literature stands for discussion of the issue in a very wide manner through studying various related topics or researches conducted around the area. Thus, the main purpose of this chapter is to develop a broad conceptual in sight on the issue by discussing on different related written studies or topics researched in the field.

Therefore, some of major topics which are briefly discussed and elaborated under this chapter includes: the concept of SBM, the objective of implementing SBM, the need and reason for SBM, the importance of SBM, the principles of SBM, components of SBM, trends of SBM around the world and in Ethiopia, and strategies to conduct effective SBM practices.

#### **2.2 Concept of school based management**

The concept of management is viewed as a co-operative venture in which the school management and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni&Starratt, 2002; Sullivan & Glanz, 2000).

The term “management” has been given different definitions, but from an educational view management implies a strategy that emphasizes on offering professional support for the improvement of instruction. Management is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000).

School-Based Management (SBM) is a worldwide education reform strategy that appears under various terms like site-based management, site-based decision making, and school-based decision making, and shared decision making. However, even though these terms represent the wide spread education reform agenda, they vary slightly in meaning, particularly to the extent whether authority and responsibility are devolved to school councils or whether the councils are mandatory or voluntary and advisory or governing bodies (Gamage, 1996).

Marburger (1991), considers SBM as an approach in which decisions that are traditionally made by a superintendent are now being made by the school council comprising of the principal, teachers, parents, citizens, and the students. Likewise, Anderson (2006) defines SBM as “the shifting of decision-making authority from the district office to individual schools.” Many scholars also affirm that the movement towards SBM is often assumed as the approach to serve students better by improving the school practices in meeting the diverse expectations of the stakeholders in a changing environment towards increasing student performance and achievements (Cheng & Mok, 2007).

World Bank (2014) stated that SBM is the decentralization of authority to school level. It involves transfer of responsibility and decision making over school operations and school management to principals, parents, sometimes students and other community members. The school level actors however, have to conform to, or operate, with in a set of centrally determined policies Caldwell, (1998). The basic principles around SBM is that giving school level actors more autonomy over school affairs will result in school improvement as they are in better position to make decision to meet the school needs in a more efficient manner (Malen, Ogawa and Kranz, 1990).

Too, many districts have assumed that SBM occurs with average levels of commitment and energy. Our research found that actively restructuring SBM schools placed high demands on all individuals involved. The argument that intrinsic rewards are sufficient to motivate and reinforce teachers for engaging in SBM over the long haul may be too optimistic to select principals who can lead and delegate.

All schools where SBM worked had principals who played a key role in dispersing power; in promoting a school-wide commitment to learning and growth in skills and knowledge; in expecting all teachers to participate in the work of the school; in collecting information about student learning; and in distributing rewards. The principals were often described as facilitators and leaders; as strong supporters of their staffs; and as the people who brought innovations to the school, and who moved reform agendas forward.

While principals in successful SBM schools typically spearheaded the effort to develop a school mission, other tasks often were delegated. Principals tended to delegate to subcommittees

responsibilities such as material selection, budget development and professional development schedules. The use of subcommittees effectively increased teacher ownership and accountability to the school-wide program, which was reflected in the frequent use of the pronoun "we" by teachers in schools where SBM worked. Aside from formal collaboration, principals also fostered informal communities by scheduling common lunch periods for students and staff and common break times for teachers.

Principals in high performance SBM schools also were instrumental in outreach efforts. Some principals served on boards of local business groups or regularly attended their meetings. Others worked diligently to foster press relations with local papers. Principals also were active in cultivating outside resources, such as professional development from universities, advice on technology from area businesses, and financial support from private foundations and educational networks.

Instruction and curriculum reform were what distinguished the schools where SBM worked, yet the principals of these schools functioned more broadly than instructional leaders. The principals worked to promote a school organization and climate where the teachers were leaders in instruction and curriculum. The principals' role then was to support that management by providing resources to nurture their efforts.

Principals in struggling schools were often perceived as either too autocratic or too laissez-faire. Some appeared to their staffs as not involved enough; others appeared to dominate all decisions (Wohlstetter and Briggs, in press). In many struggling schools, the key struggle was over power between teachers and the principal. In some cases, the principal's unilateral agenda for change was rejected by the department.

Adopt a well-defined vision for curriculum and instruction to direct reform efforts. Most of the schools where SBM worked operated according to a set of curricular guidelines developed at the district, state or national (e.g., National Council of Teachers of Mathematics) level. Yet teachers perceived themselves as having considerable leeway regarding the specifics of the curriculum they provided to their students and the instructional approaches and materials they used. Some schools had a separate curriculum framework for each content area that teachers had written themselves; some schools used sections from existing frameworks to come up with their own approach.

What distinguished the schools where SBM worked from the struggling schools was the shared understanding and widespread commitment to instruction and curriculum approaches adopted by the school. Such schools had a well-defined vision delineating the school's mission, values and goals regarding student outcomes. This vision served as a focal point and guided conversation in all the various decision-making forums. The development of the school vision came about in some schools through a formal consensus-building process, like at a retreat before the new school year began, and in other schools, through more informal and more frequent interactions of various stakeholders around curriculum and instruction issues. Struggling SBM schools, in contrast, often had power and control issues that interfered with any process for vision setting. Even when struggling schools had a vision statement they could point to, it was not an "active" document and was rarely mentioned in interviews or surveys.

Generally, SBM is a management frame work in which student centered and quality focused work is done through devolution of responsibilities. Schools are provided with enhanced flexibility and autonomy in managing their own operations and resources so as to provide an environment that may facilitates continuous improvement. At the same time schools are also required to increase accountability in school management through the participation of key stakeholders in decision making under the school based management governance frame work Hong Kong city education and manpower Bureau report (2006)

### **2.3 The Need and Reason for School Based Management practices**

There are number of arguments put forth in favor of the introduction to SBM. The first one is allowing school agents (principals, teachers and parents) to make decision about relevant educational issues is believed to be more democratic process than keeping their decisions in the hand of selected group of central level officials (Malen, Ogawa and Kranz, 1990). The second is locating the decision making power closer to the final users will arguably lead to more relevant policies. As local actors generally have better information about needs and thus are able to make the best decisions. Third, an additional gain in efficiency could come from decision-making process less bureaucratic. Fourth is empowering the school personnel and the community might lead to higher commitment, involvement and effort. This will result in a great resource

mobilization and possibly a more enjoyable school climate if all different agents involved in the decision making process cooperate and coordinate efforts. The closer parent school partnership might also improve the home environment with respect to learning. Fifth, involving parents in school management or in monitoring and evaluation activities is likely to increase the levels of transparency and accountability with the school. This might in turn improve school effectiveness and school quality (Gertler, partners and Rubio-Cardina, July 2007)

Indeed, it has been demonstrated that the quality of education depends primarily on the way schools are managed more than on the availability of resources (Hanushek, 2003). It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership Caldwell, (2005). Therefore, it is crucial to focus on SBM to empower the involvement of key stakeholders specially teachers and principals in school management to improve instructional process in a sense of transparency and accountability.

## **2.4 The Importance of School Based Management practices**

The practice of school based management is necessary to ensure effective and efficient implementation of school based management. Few of these merits of SBM are: It helps the schools to adapt and analyze internal and external environment so as to generate systematic planning, appropriate staffing and directing, constructive evaluation, leadership and participatory decision-making. It empowers school leaders to develop vision, mission, values, strategies and operational directions as well as mobilizing, allocating and utilizing human and materials resources properly (Botha, 2011:22), It also fasters the opportunity of community participation in decision-making process (Hogue, 2007, Bouer and Bogtch, 2006), It improves the accountability of principals and teachers to parents, students and teachers themselves. It means the accountability mechanism that put people at the center of service provision which can go along away in making service work and improving outcomes by facilitating participation of service delivery as noted in world development report “Making service work for poor people” (World bank, 2004)

## **2.5 The Principles of School Based Management Practices**

The practice of school based management is an act of supporting teachers to improve the instructional process at school level. To this effect, it needs to have some principles to be followed. All human beings in the educative process - students, teachers, administrators, and supervisors are individuals of worth, endowed with unique talents and capacities. The primary aim of supervision must be to recognize the inherent value of each person, to the end that full potential of all will be realized. The philosophy of democracy, the psychology of group dynamics interpersonal relationships, professional leadership etc. have left indelible imprint on the theory and practice of modern management. In the democratic social order, education is a dynamic force. Hence management becomes dynamic in character. According to Neagley and Evens (2008), the principles of School based management includes the following:

### **Democratic and Cooperative in Spirit and Organization**

Democracy implies a dynamic understanding and cooperative leadership role. Internal management is concerned with providing effective management and implies cooperative working relationships. Supporting this, Robert Marzano et al. (2011) have depicted leaders as those persons who have greater insight into the needs of the persons with whom they work. They added that modern supervision is based on the assumption that education is a creative and cooperative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of instruction. Also Fullan and Hargreaves (1996), comparing authoritarian with democratic leadership, have observed that in a group with democratic leadership, there are more objectives, attitudes, more cooperative efforts, more constructive suggestions, great feeling of “we-ness” and more felling of joint goals.

### **Established on Maintenance of Satisfactory Interpersonal Relationship**

The practice of school based management succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the educative process. Neagley and Evans (2008) have visualized that relationship of supervisors among all personnel must be friendly, open, informal and congenial. Better human relationships are demanded by the present world. It is imperative that management must develop and maintain a high level of



personal interaction. Otherwise it would be ineffective and unproductive. According to Wiles and Bondi, (1996), a group's productiveness is affected by the quality of its human relations, and the manager must work constantly for the improvement of group cohesiveness.

### **It is Communicative**

The practice of school based management is concerned with communication within a group as leadership depends on better interaction. Researchers have revealed that good communication is related to good morals of teachers and free exchange of information helps in good planning. To improve communication, the supervisor should increase his skill as a discussion leader, to provide the physical facilities that facilitate communication and improve the group process (Wiles and Bondi, 1996). They have observed that if the management hopes to facilitate communication, she/he will work to decrease in status lines, for constant study of the process used in the group and for desirable physical structure and competent group leadership.

### **It is Creative**

Teaching is an art, management is creative work. The purpose of management is to draw out the best in teachers to ignite their talents, to stimulate the initiative, to encourage their originality and self-expression. It emphasizes on their success and strengths and makes their weaknesses and failures side issues. The management should have new ideas, be resourceful and have original thinking. Supporting this, MoE (2002) the management is expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

### **Comprehensive in Scope**

The management embraces the total school programs and proper articulation is necessary through all the supervisory agencies. Unlike the earlier, the modern type of management is wider in scope, not merely focusing on criticism of the teacher in the classroom. Neagley and Evans (2008) have rightly said that today management is directed at improving all factors involved in pupil learning. The modern management's role goes far beyond the traditional classroom visitation.

## **2.6 The components of school based management Practices**

According to Hong Kong city education and manpower report (2006). The functions or components of school based management practice includes development or making school policies, dealing on personnel management, conducting issues of financial and material resource management and carrying out instructional leadership or school based curriculum.

Developing school policies stands formulating school development strategies with aim to attain the school vision and educational goals to enhance learning effectiveness. Drawing up policies and priorities for development projects plan and manage school resources so as to ensure the missions of the school are carried out in a way to attain the school values.

A personnel management issue goes with a process of staff appointment, promotion, maintenance and dismissal. It deals with performance appraisal and professional development. Finally, it is also concerned with establishing effective communication channel and handling grievances and complaints.

Financial and material resource management in line of SBM starts with approving school development plan, annuals school plan and school budget. Managing government and non-government funds properly to ensure the wise use of resources. Reviewing school plans and budgets to see if they are in line with overall education goals and school polices then making appropriate adjustment when necessary. Building relevant network without side stakeholders or bodies to secure community resource to enhance teaching learning effectiveness.

The function of school based management in a regard of instructional leadership or school based curriculum focuses ensuring curriculum design in line with government education policies. Provide a coherent flexible, broad and balanced curriculum that is in line with the aim of education. Promoting education for students at the school and leading the schools to strive for excellent and continuous improvement. Thus according to Hong Kong city education and manpower system reform aim of education for 21<sup>st</sup> century is “To enable every person to attain all round development in the domains of ethics, intellect, physical, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning critical and exploratory thinking , innovative and adapting to change; filled with self-confidence and a team sprint, willing to put forward continuing effort for the property, progress freedom and democracy

of their society and contribute to the future well-being of their nation and the world at large” (Hong Kong education commission (2000)).

Therefore, the school based managers responsibly should deal with important tasks of monitoring, developing and implementing school based curriculum effectively. Hence, they should have a good understanding of the present position and the future development of the school curriculum to ensure sustainable school improvement.

## **2.7 International and National Trends of School Based Management Practices**

### **2.7.1 International Trends of School Based Management Practices**

The practice of school based management is one of the recent global educational managerial reform practices which is aimed at increasing education quality standard without necessarily investing more resources in education system. The fact that the managerial approach to education reform has been worldwide is to great extent, related to material and ideational power of organizations backing them. These reforms count on persistent performers strategically located in very influential and well-connected international organizations. The World Bank being the most outstanding. These types of organizations count on necessary skills to frame managerial education reforms in appealing ways as well as on the resources promote them effectively via international seminars, well distributed publications, highly ranked web-pages and so on. However, projects funded by the world bank but also the regional development banks in the last decades show how components such as school competitions, school based management, decentralization, private sector participation and more recently accountability have been disseminated to all world regions. In general, due to international pressure stemming from international standardized test, loan conditionality, the EFA (Education for all). Action framework and so on, more and more governments are open to experimenting with innovative ways of education delivery and to adapt new managerial approaches and the same is true for expansion of the practice of SBM over the world (Verger and Antilyeken, 2011).

As various researches conducted on the issue, the world countries as diverse as New Zealand, UK, USA, El salvador, Nicaragua, Guatemala, Mexico, Spain, Netherland, Hong Kong Thailand, Israel and Bangladesh have instituted SBM program as a front line practioners (Gertter, patrinios and Rubia-codina, July 2007).

According to authors like Novelli and others education change is better understood as being as embedded within interdependent local, national and global social, political and economic complexes (Novelli et al., 2008). Because of this today many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investment especially in developing countries (Gertler, Patrinos and Rubia-codina, July 2007). As Bonerjee and Duflo (2006) the education system of most developing countries are usually highly centralized and have very strong teachers, that often lack strong incentives and accountability mechanisms, which result in high teacher's absenteeism rate or turn over. Finally, this leads to low students' academic achievement (chaudhurty and others, 2006). In other side as world development report presented at 2004, placing education resources, decision-making authority responsibility and accountability closer to the beneficiary is one of the approaches for school improvement to ensure enhanced students learning outcomes (World Bank, 2003). These are the major arguments that enforced the policy makers and researchers in developing countries to concentrate their focuses on introduction and dissemination of the practices of school based management reform or decentralized school management practices.

### **2.7.2 Trends of School Based Management in Ethiopia**

The Ethiopian Government has shown a strong commitment to educational expansion and has registered consistently high results in expanding educational services at all levels since the adoption of the New Education and Training Policy in 1994 and its derivative, the 20-year Education Sector Development Program (MoE, 2016).

The ESDP has been in progress in phases of five-year cycles. It is continuously redressing the shortcomings in order to achieve quality universal primary education by the year 2015 with corresponding expansion in the successive sub-sectors. This is in line with the objective of increasing the literate pool of the Ethiopian population while producing the high and middle level professionals required for accelerating economic growth.

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MoE, 1994), for the first time, inspection was begun

in Ethiopia in 1941/2. Among the forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees.

In new education and training policy of 1994, the government of Ethiopia has embarked on decentralized educational management process which systematically and gradually intends to alleviate above mentioned educational problems. The government also developed the education sector development program (ESDP) which is along range rolling plan with focus on the comprehensive development of education over twenty – years period. The main thrust of ESDP is to improve education quality and expand access to education with special emphasis in primary in rural and underserved areas as well as the promotion of girl's education. The program was launched in 1997/1998 with government funding and support from ongoing donor's assistance. The final goal of the ESDP for the primary education “Universal primary education enrollment by the year 2015 and at the same time improving quality, equity and efficiency of the system at all levels.

Education finance has also shown considerable growth over the period considered. The education expenditure, which was Birr 1.36 billion (13 per cent of the national budget) in 1994/1995 (MOE, 1996) has increased to Birr 4.64 billion (or 16.7 per cent of the national budget) in 2004/2005, with over 50 per cent of it consistently allocated to primary education over the period in review (MoE, 2016).

Generally, the practice of school based management in our country is concentrated its attention on empowering autonomy of school site managers to participate and make decision over school operations in a sense of transparency and accountability to ensure school improvement program through proper implementation of general quality education package so as to attain enhanced students learning outcome.

## **2.8 Strategies to Conduct Effective School Based Management Practices**

There are two basic strategies that should be considered in practice of SBM (Hong Kong city education report (2006)). One is streamlining of administrative procedures and devolution of responsibilities. This refers that schools are provided with enhanced flexibility and autonomy in managing their own operations and resources according to the interest of their students so as to facilitate the provision of quality education with their own characteristics. Two, transparency and accountability, participation of different school stakeholders over school operations and decision making enhance the transparency of school management for every activity of the school in addition to the use of public funds and resources. Moreover, authorities with centrally determined guidelines provided to school site management bodies help the schools more accountable for the society that it is serving for. In school based management schools are both internally and externally accountable to implement school policies as well as efficiently utilize public resources and funds to ensure effectiveness of the school organization. Therefore, stakeholders who are member of SBM and participating in decision making process should hold the sense of transparency and accountability to the school community they are serving for. In the research, these two strategies will be best studied to see how to they can be applied for the improvement of the school management work.

## **2.9 Empirical Review**

Good education involves not only physical input such as classrooms, teachers, and textbooks but also incentives that lead to better instruction and learning. Education systems place extreme demands on the managerial, technical, and financial capacity of governments; thus, education as a service is too complex to be produced and distributed efficiently in a centralized fashion (King and Cordeiro-Guerra 2005; Montreal Economic Institute 2007). Hanushek and Woessmann (2007) suggest that most of the incentives that affect learning outcomes are institutional in nature. They identify three incentives in particular:

- (1) Choice and competition,
- (2) School autonomy, and
- (3) School accountability.

The idea behind choice and competition is that parents who are interested in maximizing their children's learning outcomes are able to choose to send their children to the most productive school (productive in terms of academic results) that they can find. This demand-side pressure will give all schools an incentive to improve their performance if they want to compete for students.

Similarly, local decision making and fiscal decentralization can have positive effects on outcomes such as test scores or graduation rates by holding the schools accountable for the "output" they produce. World Development Report 2004: Making Services Work for Poor People (WDR 2004) presents a very similar framework in that it suggests that good quality and timely service provision can be ensured if service providers can be held accountable to their clients (World Bank 2003). In the case of the education sector, the clients would be students and their parents.

In some countries (mostly developed and some developing ones), the core idea behind the practices of SBM is that those who work in a school building should have greater management control of what goes on in the building. In other countries (mostly developing ones), the idea behind SBM is less ambitious, focusing mainly on involving community members and parents in the school decision-making process rather than putting them entirely in control. In both cases, however, the central government always plays some role in education, and the precise definition of this role affects how SBM activities are conceived and implemented. SBM in almost all of its manifestations involves community members in school decision making. Because these community members usually are parents of children enrolled in the school, they have an incentive to improve their children's education. As a result, SBM can be expected to improve student achievement and other outcomes because these local people demand closer monitoring of school personnel, better student evaluations, a closer match between the school's needs and its policies, and a more efficient use of resources. For instance, although the evidence is mixed, it appears that in a number of diverse countries (such as India, Nicaragua, and Papua New Guinea), parental participation in school management has reduced teacher absenteeism.

SBM has several other benefits. Under these arrangements, schools are managed more transparently, and that reduces opportunities for corruption. Also, SBM often gives parents and stakeholders opportunities to increase their skills. In some cases, training in shared decision

making, interpersonal relations, and management skills is offered to school council members so that they may become more capable participants in the SBM process (Briggs and Wohlstetter 1999) and may benefit the community as a whole.

### **School-Based Management and Student Outcomes**

Our review of the literature, as indicated earlier, revealed the general characteristics of SBM practice efforts. The studies, and therefore their evaluations, concentrated on changing methods of governance and changing relationships among the stakeholders as governance structures change. There is an implicit assumption that, if the processes of decision making change, schools will be more effective instruments for educating children. The studies were designed, however, to look at the effects of SBM on governance processes, not educational outcomes, just as SBM efforts are designed to alter stakeholder relationships via governance changes, not to change student performance.

Essentially, the large literature on the effectiveness of SBM practices ignored the effects on student achievement, either because the SBM advocates do not regard achievement as an important output measure or because there is faith that increased school discretion will increase student learning. As a result, there is little evidence to support the notion that the practice of SBM is effective in increasing student performance. There are very few quantitative studies, the studies are not statistically rigorous, and the evidence of positive results is either weak or nonexistent.



## **CHAPTER THREE**

### **Research Design and Methods**

The main purpose of this study is to the practices and challenges of school-based management in government secondary and preparatory schools in Yem Special Woreda. Based on the title the detailed research design and methodology that were used in the study which includes sources of data, sample of population and sampling techniques, instruments of data collection, procedures of data collection, validity and reliability of instruments, ethical consideration and method of data analysis are stated as follows.

#### **3.1 Description of the Study Area**

Yem Special Woreda is a part of S/N/N/P/R/S which contains 16 Zones and 7 Special woredas. The woreda is located in southwestern part of the regional state. It has a total area of approximately 742.5 square kilometer. Basically, the nature of woreda is geographically, categorized as Kola 11%, Woyinadega 73%, and Dega highland 16% areas and above 930 to 2939 sea level. The average temperature of the woreda is 12 to 30 degree centigrade. It is bordered on the south by Oromiya, on the west by the Oromiya region and Gurage zone, on the north by the Gibe River which separates the Special Woreda from Gurage and Hadiya and on the east by the Hadiya zone and Oromiya Region. The Yem Woreda has 37 kebeles (WoFED, 2018). Based on Statistical Agency of Ethiopia (CSA), 2009 estimation, Yem Special Woreda has a total population of 108,524 of whom 54,489 are men and 54,034 are women. Saja is the Woreda's capital town and is located 239 km away from Addis Ababa, 333 km away from regional city Hawassa through Butajira main asphalt road.

Regarding educational sector development, there are forty nine public schools of which six secondary and forty three are primary schools from grade 1-8. Student enrolment pre-primary M- 3375, F-3297, T-6673 and its participation rate is 78.84%. Primary school student enrolment (grade 1-8), M- 9558, F-9594, T-19152 and secondary enrollment (grade 9-12), M- 1638, F- 1818, T-3456 and participation rates are 92.54% & 33.27 respectively. Regarding qualified teachers grade 1-4 74%, grade 5-8 100%, and grade 9-12 98.5% ; and qualified principals at primary and secondary school 45% and 52% respectively ;and supervisors at primary and secondary schools 11%, and 50% respectively (WEO, 2018). Beside to this, there is one

Construction and Industrial Technical Vocational Education and Training College which opened in 2015/16.

### **3.2 Research Design**

This research employed mixed research design based on the nature of the problem as well as interest of the researcher (Creswell, 2003). The mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Creswell et al. 2003). In this study, I first collected and analyzed the quantitative (numeric) data. The qualitative (narrative) data was collected and analyzed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative, phase was built on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study. The reason for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth. These methods ignore the weakness of studying the problem through either quantitative or qualitative method alone, and provide more comprehensive and convenient evidence for the study. Therefore, procedure of employing this method was carried out through sequential explanatory mixed design type.

The content of the questionnaire was based on the elements identified as central to SBM, which were developed from the literature review, ADEC's policies in the NSM, and other SBM questionnaires. The questionnaire was constructed based on the Decisional Participation Questionnaire 55 (DPQ) developed by (Alutto and Belascon, 1972 as cited in Dondero, 1993). The questionnaire has two parts. The first part asked the respondents background information. Since the SBM is based on shared decision-making, the second part of the instrument examined the areas of joint decision-making, and the status of school staff experience participation when implementing the SBM. The questionnaire was built based on six characteristics of SBM: (1) effective school leadership, (2) budget allocation, (3) management strategies, (4) staff development, (5) curriculum and instruction (6) resources. Specifically, the questionnaire sought responses to the following decisional domains: planning budgets and expenditures, planning and use of facilities, resolving administrative problems, participating in school development plan, adopting and managing school programs, hiring new faculty, resolving faculty grievances,

planning and developing teachers professional development, determining staff assignments, adapting new instructional methods, selecting new resources, participating in extra-curricular activities, resolving student problems, determining school policies, and involving parent in school operations. For each question, responses were elicited as section A) a yes or no as to whether or not they presently make a decision, section B) a yes or no as to their desire in participation in such a component of SBM, and section C) a choice of 0, 1, 2, or 3 to identify the degree they feel the decision is important to them. These choices mean; very unimportant, unimportant, important, and very important. For example, the following item appears regarding participation in planning budgets:

### **3.2 Sources of Data**

The data for this study was rooted from both primary and secondary sources. The primary data sources were employed to obtain reliable information about the current practices of School based management. The major sources of primary data were teachers, School supervisors and principals of the government secondary schools. These primary data were collected through questionnaires and interview.

The secondary sources of data were the schools' documented records documents such as yearly the school performance reports, minutes or agendas of school committee meetings. These files were observed to strengthen the data obtained through questionnaires and interviews.

### **3.3 The Study Area and Population**

The study populations of this study were government secondary school teachers, principals, Woreda Education office experts, PTA and KSTB community members found at Yem Woreda secondary and preparatory schools. There were 4 government secondary schools and 2 General secondary and preparatory schools in the area. Hence, the participants of this study were, Woreda education offices supervision expert, education leaders (secondary school supervisors, Principals, deputy-principals, department heads) and teachers. These groups of participants were appropriate for this study, because, they were among front line on the application of the School Management system and help the researcher to get reliable and firsthand information about the issue in focus.

Except few purposively selected respondents like former supervisors and leaders who were involved in focused group discussion and in depth interview questions the majority of representative sample of population are going to participate in the study by filling their response on structured questionnaires.

### **3.4 Sample Population and Sampling Techniques**

The method of sampling which was used to conduct this study was the random sampling. Random sampling is based on the fact that every member of a population has a known and equal chance of being selected. The researcher used this technique because random sampling provides equal chance to select individual from the population and reduce sampling bias. The procedure of selecting the sample size from given each population were determined by the following general formula that currently many researchers use widely

$$\text{i.e} \quad n = \frac{N}{1 + N(e^2)}$$

Where  $n$  = sample size

$N$  = total population

$e$  = error taking 95% confidential level (0.05)

Since the subjects of the study were principals, supervisors, teachers, PTA and KSTB committee members in 4 secondary and 2 preparatory schools of Yem woreda, the researcher determined the sample size for supervisors, principals, teachers, PTAs and KSTBs.

**Table :**Total population and Samples

| N<br>o. | Samples                                                 | Population | Sample |       | Sampling Techniques    |
|---------|---------------------------------------------------------|------------|--------|-------|------------------------|
|         |                                                         |            | No.    | %     |                        |
| 1       | Deri Secondary School Teachers                          | 21         | 20     | 95.23 | Simple random sampling |
| 2       | Gesi Secondary School Teachers                          | 20         | 19     | 95    | Simple random sampling |
| 3       | Semonama Secondary School Teachers                      | 22         | 21     | 95.45 | Simple random sampling |
| 4       | Toba Secondary School Teachers                          | 21         | 20     | 95.23 | Simple random sampling |
| 5       | Saga General Secondary and Preparatory School Teachers  | 45         | 40     | 88.88 | Simple random sampling |
| 6       | Fossa General Secondary and Preparatory School Teachers | 69         | 59     | 85.5  | Simple random sampling |
| 7       | School principals                                       | 6          | 6      | -     | Purposive              |
| 8       | School vice principals                                  | 3          | 3      | -     | Purposive              |
| 9       | Cluster school Supervisors                              | 2          | 2      | -     | Purposive              |
| 10      | Kebele school training board members                    | 51         | 51     | -     | Purposive              |
| 11      | Parent teacher association members                      | 44         | 40     | 90.9  | Simple random sampling |
| 12      | Former bureau officers                                  | -          | 3      | -     | Purposive              |

Constant values, confidence intervals and error acceptance intervals will be estimated prior to the research considering the conditions in future circumstances.

### 3.5 Data Collection Tools

This study mainly employed questionnaire, interview and document analysis.

#### Questionnaires

Questionnaire was used to collect data with semi structured content to better address specific objective of the thesis. The questionnaire was specific and believed better to get large amount of data from large number of respondents in a relatively shorter period of time with minimum cost. Respondents were chosen by using random sampling with lottery and availability this is due to the current situation (the global pandemic). The questionnaire was prepared in English and be administrated to all school management members, supervisors and teacher participants with the assumption that they will easily understand the language.

#### Interview

Semi-structured interview was designed to gather data from WEO supervision expert, school supervisors, CA chiefs, principals and former officers of the WEO involved in interview

question. The aim of the interview was effectively describing the reality in the study area with detailed information on what determines the efficiency of School based management from their previous experience. A semi-structured interview is a better choice as the aim to guide and not to intervene. As Amharic is more preferable language for good expression, to conduct all the interviews in Amharic and then translated each to English.

### **Document Analysis**

The document analysis of School based management recorded sample schools' management plans, portfolio documents of the management practices, written reports on the management and feedbacks taken.

## **3.6 Data Collection Procedures**

As the researcher has specified earlier, to answer the basic research questions through a series of data gathering procedures, the expected relevant data were gathered by using questionnaire, interview and document analysis. These procedures will help the researcher get accurate and relevant data from the sample units. After having letters of authorization from Woreda Education Office for ethical clearance, the researcher directly took the pilot-test to the Secondary School because checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data. After all aspects related to pilot test were addressed, researcher was consulted Woreda education offices and the principals of respective schools for permission. After making agreement with the concerned participants, the researcher introduced objectives and purposes of the research. Then, the final questionnaire was administered to the sample teachers, principals and School supervisors in the selected schools/clusters. Then, the questionnaires will be collected and made ready for data analysis. The woreda officers will be interviewed following the same legal steps. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted.

## **3.7 Method of Data Analysis**

The quantitative data obtained from structured questionnaire was coded and processed using statistical package of social sciences (SPSS). The analysis was made in quantitative descriptive statistics approach. The responses which are collected from different respondents were categorized and grouped with frequency tail, and then basic statistical tools were employed to

analyze and interpret the finding of the study. Percentages and frequency counts were used to analyze various characteristics of the respondents such as sex, age, qualification and service year. At the end of each numerical finding, there will be a verbal explanation of the quantitative data.

Qualitative data gathered through in depth interview and direct observation in the form of field notes, tape records and personal recollections of the researcher were organized and interpreted by three concurrent focuses of activities. The first is the transcription of qualitative data which involves selecting, focusing, simplifying, abstracting and transforming the data or written field notes. Then displaying the data proceeds which involve organizing, compressing and assembling the data that permits conclusion. Finally, a conclusion is drawn, a theory to support the quantitative findings.

### **3.8 Ethical Considerations**

Ethics is a matter of principled sensitivity to the rights of others. Ethics say that while truth is good, respect for human dignity is better, even if the respect of human dignity leaves one ignorant of human nature, (Cavan, 1977). The main ethical considerations in my study will be informed consent and privacy. Participants will be given a clear idea of the research purpose, the nature of their contribution to the data and the way in which information was used. Ethical concerns encountered in educational research can be extremely complex and can frequently place researchers in moral dilemma, which may appear irresolvable. Therefore, in order to protect the privacy of participants, I will protect their anonymity and keep research data confidential.

### **3.9 Validity and Reliability Test Issues**

Schools all over the country are beginning to develop a culture of data, which is the integration of data into the day-to-day operations of a school in order to achieve classroom, school, and district-wide goals. One of the biggest difficulties that come with this integration is determining what data will provide an accurate reflection of those goals.

Such considerations are particularly important when the goals of the school aren't put into terms that lend themselves to cut and dry analysis; school goals often describe the improvement of abstract concepts like "school climate."

Schools interested in establishing a culture of data are advised to come up with a plan before going off to collect it. They need to first determine what their ultimate goal is and what achievement of that goal looks like. An understanding of the definition of success allows the school to ask focused questions to help measure that success, which may be answered with the data.

For example, if a school is interested in increasing literacy, one focused question might ask: which groups of students are consistently scoring lower on standardized English tests? If a school is interested in promoting a strong climate of inclusiveness, a focused question may be: do teachers treat different types of students unequally?

If the wrong instrument is used, the results can quickly become meaningless or uninterruptable, thereby rendering them inadequate in determining a school's standing in or progress toward their goals.

Classroom observation and student survey measures, and the extent to which this association depends on the study design. The two measures differ in their exact item content, but they aim to operationalize the same latent construct. In his analysis, the author tests and compares different models. The findings show that the correlations between the survey and observation measures depend on three factors, as follows: the number of classroom observations, the number of student ratings and whether the designs are nested or partially nested. Several implications can be drawn from this study. For example, it illustrates how the importance of conducting multiple observations of multiple lessons can increase the reliability and effect size. Moreover, the difference in reported correlations when using completely and partially nested designs indicates the need for more precise descriptions of study designs that use classroom observation or survey measures.

In the second article, Sloat, Amrein-Beardsley and Holloway examine the consistency of teacher-effectiveness ratings resulting from six VAM approaches. The approaches include the following:

- (1) the student growth percentile (SGP) model;
- (2) Value-added linear regression model (VALRM);
- (3) Value-added hierarchical linear model (VAHLM);
- (4) Simple different (gain) score model;
- (5) rubric-based performance level (growth) model; and, finally



(6) Simple criterion (percent passing) model. Show that some methods more closely correspond to the SGP model rating than they do to the other evaluations. However, there is substantial variety in the teacher-level rating assignments. Statistically and substantively, these assignments depend on the approach or model that is adopted to evaluate teachers' influence on their students' growth in achievement over time. The authors raise questions about whether local autonomy should be given to districts to choose the models. They also point out possible implications of the study related to the geographical area, and they suggest that the choice of model may determine the evaluation of teacher effectiveness.

In the third article, Quantifier, Van hoof and De Mayer report on a qualitative study investigating teachers' cognitive and affective responses to feedback from school inspection in the Flemish education context in Belgium. Furthermore, they consider how these responses lead to feedback acceptance or rejection during a school inspection process. The process includes three phases; specifically, there are preliminary inquiry and audit, resulting in an inspection reporting on the school's strengths and weaknesses, and finally, a quality judgment according to the categories of 'positive', 'restricted positive' and 'negative'. However, the authors report that teachers receive limited feedback in the debriefings after the teaching observations. We find that teachers who distrust the inspectors' expertise and trustworthiness are more likely to display an unreceptive reaction to negative feedback. Moreover, unjust feedback or feedback that fall short of the teachers' judgments tends to affect teachers' perceptions negatively, while feedback that exceeds their judgment leads to relief and happiness, even if it is negatively formulated.

#### Recommendations

##### School & Community Level

- Many School Committees need further orientation on their main duties and functions including how to document decisions and activities in order to effectively implement their responsibilities
- Fundamentally, Principals, Teachers, School Committees, and Parents in words and in action need to strive towards creating safe, healthy, friendly and academically effective school environments in the spirit of meeting the rights of all children to quality basic education.

Teachers need technical support and training on implementation of active learning practices and in encouraging students to express ideas and opinions verbally and in writing

- Teachers particularly need skills upgrading in the area of assessing of students work & their learning achievements
- Important to elect capable and motivated school committee chair persons to lead the Committee in participatory management, implementation and monitoring of School Development Plan Joint School Planning has been successfully done in most schools by principals, teachers and school committees and needs to be sustained
- Principals need to ensure that school maintenance and infrastructure development planning and action prioritizes availability of clean water + functioning and hygienic toilets
- Cluster Forums for teachers and principals have been useful in reinforcing SBM training and practical implementation in schools and should be further strengthened technically & financially.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRITATION

This chapter deals with presentation, analysis and interpretation of the data collected from respondents. The data were presented in tables and analyzed through appropriate descriptive and inferential statistics as well as in qualitative methods. In the first part the characteristics of the respondents were examined in terms of category, sex, age, academic qualification and year of service (experience). The second section provided the presentation, analysis and interpretation of SBM practices. The third section dealt with presentation and discussion on implications to school effectiveness. Fourth section involved the result of FG discussion with school board and PTA committee. Finally, the last section indicated discussion on relationship between the SBM practices with implications to school effectiveness.

#### 4.1 General Characteristics of Respondents

**Table 4.1** Background of the Respondent

| Variables     |                            | School Leaders Category |       | Teachers Category |       |
|---------------|----------------------------|-------------------------|-------|-------------------|-------|
| type          | scale                      | F                       | %     | F                 | %     |
| Respondents   | principals                 | 6                       | 54.55 | 179               | 100   |
|               | Vice principals            | 3                       | 27.27 |                   |       |
|               | Cluster school supervisors | 2                       | 18.18 |                   |       |
|               | Total                      | 11                      | 100   |                   |       |
| Sex           | Male                       | 8                       | 72.73 | 117               | 65.36 |
|               | Female                     | 3                       | 27.27 | 62                | 34.64 |
|               | Total                      | 11                      | 100   | 179               | 100   |
| Age           | < or = 20 years            | -                       | -     | 10                | 5.59  |
|               | 21-30 years                | 2                       | 18.18 | 72                | 40.22 |
|               | 31-40 years                | 7                       | 63.64 | 39                | 21.79 |
|               | Above 40 years             | 2                       | 18.18 | 58                | 32.40 |
|               | Total                      | 11                      | 100   | 179               | 100   |
| Qualification | Certificate                | -                       | -     | -                 | -     |
|               | Diploma                    | 1                       | 9.09  | 25                | 13.97 |
|               | Degree                     | 4                       | 36.36 | 148               | 82.68 |
|               | MA                         | 6                       | 54.55 | 6                 | 3.35  |
|               | Total                      | 11                      | 100   | 179               | 100   |
| Experience    | Bellow 5 years             | -                       | -     | 31                | 17.42 |
|               | 5-10 years                 | 2                       | 18.18 | 57                | 32.02 |
|               | 11-15 years                | 4                       | 36.36 | 37                | 20.79 |
|               | above 15 years             | 5                       | 45.45 | 53                | 29.78 |
|               | Total                      | 11                      | 100   | 179               | 100   |

## 4.2 The Response of Teachers on stakeholders' participation

To assess the determinants of school based management practices, the hypothetical statements or questions which were assumed to have a critical role in the school based management are given to the respondents and the result are given as follows. The analysis below every table shows the respective view of the respondents.

**Table 4.2:** Respondents report on stakeholders' participation

| No. | Items                                                                                                                                          | Respondents | Fre. | %     | Mean | SD   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|-------|------|------|
| 1   | There is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process. | SD          | 115  | 64.25 | 1.68 | 0.81 |
|     |                                                                                                                                                | D           | 24   | 13.41 |      |      |
|     |                                                                                                                                                | UD          | 21   | 11.73 |      |      |
|     |                                                                                                                                                | A           | 19   | 10.61 |      |      |
|     |                                                                                                                                                | SA          |      | 0.001 |      |      |
|     |                                                                                                                                                | Total       | 179  | 100   |      |      |
| 2   | The schools common vision, mission, goals and values are developed with active participation of the stakeholders.                              | SD          | 114  | 63.69 | 1.47 | 0.74 |
|     |                                                                                                                                                | D           | 43   | 24.02 |      |      |
|     |                                                                                                                                                | UD          | 21   | 11.73 |      |      |
|     |                                                                                                                                                | A           | 1    | 0.56  |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 179  | 100   |      |      |
| 3   | Students' parental support and follow-up is good and rising.                                                                                   | SD          | 115  | 64.25 | 1.27 | 0.87 |
|     |                                                                                                                                                | D           | 24   | 13.41 |      |      |
|     |                                                                                                                                                | UD          | 21   | 11.73 |      |      |
|     |                                                                                                                                                | A           | 19   | 10.61 |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 179  | 100   |      |      |
| 4   | There is decentralization and sharing of responsibility in the schools.                                                                        | SD          | 15   | 8.38  | 3.42 | 1.04 |
|     |                                                                                                                                                | D           | 54   | 30.17 |      |      |
|     |                                                                                                                                                | UD          | 11   | 6.15  |      |      |
|     |                                                                                                                                                | A           | 39   | 21.79 |      |      |
|     |                                                                                                                                                | SA          | 60   | 33.52 |      |      |
|     |                                                                                                                                                | Total       | 179  | 8.38  |      |      |
| 5   | Feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections.                                   | SD          | 101  | 56.42 | 1.82 | 0.90 |
|     |                                                                                                                                                | D           | 42   | 23.46 |      |      |
|     |                                                                                                                                                | UD          | 12   | 6.70  |      |      |
|     |                                                                                                                                                | A           | 15   | 8.38  |      |      |
|     |                                                                                                                                                | SA          | 9    | 5.03  |      |      |
|     |                                                                                                                                                | Total       | 179  | 56.42 |      |      |

The first item asks that if there is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process. The calculated mean was 1.68 which was Likert scale mean and the standard deviation was 0.81. The data is concentrated near the mean. This implies that there is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process.

The second item asks that if the schools common vision, mission, goals and values are developed with active participation of the stakeholders. The calculated mean was 1.47 which was Likert scale mean and the standard deviation was 0.74. The data is concentrated near the mean. This implies that the schools common vision, mission, goals and values are not developed with active participation of the stakeholders

The third item asks that if students' parental support and follow-up is good and rising. The calculated mean was 1.27 which was Likert scale mean and the standard deviation was 0.87. The data is concentrated near the mean. This implies that a Students parental support and follow-up is not good and is deteriorating.

The fourth item asks that if there is decentralization and sharing of responsibility in the schools. The calculated mean was 3.42 which was Likert scale mean and the standard deviation was 1.04. The data is concentrated around the mean. This implies there is decentralization and sharing of responsibility in the schools

The fifth item asks that if Feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections. The calculated mean was 1.82 which was Likert scale mean and the standard deviation was 0.90. The data is concentrated far from the mean. This implies that Feedbacks on operations and projects are not given by stakeholders usually resulting in a review or corrections.

### **4.3 The Response of School Principals, Vice Principals and Cluster School Supervisors on Stakeholders' Participation**

To assess the challenges of school leadership effectiveness the hypothetical statements or questions which were assumed to be the challenges of schools that hinder the practices of school leadership and the result are given as follows.

**Table 4.3:** Respondents report on stakeholders' participation

| No. | Items                                                                                                                                          | Respondents | Fre. | %     | Mean | SD   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|-------|------|------|
| 1   | There is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process. | SD          | 2    | 18.18 | 2.18 | 0.84 |
|     |                                                                                                                                                | D           | 7    | 63.64 |      |      |
|     |                                                                                                                                                | UD          |      | 0.00  |      |      |
|     |                                                                                                                                                | A           | 2    | 18.18 |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 11   | 100   |      |      |
| 2   | The schools common vision, mission, goals and values are developed with active participation of the stakeholders.                              | SD          |      | 0.00  | 2.72 | 0.43 |
|     |                                                                                                                                                | D           | 6    | 54.55 |      |      |
|     |                                                                                                                                                | UD          | 2    | 18.18 |      |      |
|     |                                                                                                                                                | A           | 3    | 27.27 |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 11   | 100   |      |      |
| 3   | Students parental support and follow-up is good and rising.                                                                                    | SD          | 2    | 18.18 | 1.9  | 0.41 |
|     |                                                                                                                                                | D           | 8    | 72.73 |      |      |
|     |                                                                                                                                                | UD          | 1    | 9.09  |      |      |
|     |                                                                                                                                                | A           |      | 0.00  |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 11   | 100   |      |      |
| 4   | There is decentralization and sharing of responsibility in the schools.                                                                        | SD          | 1    | 9.09  | 3.18 | 1.00 |
|     |                                                                                                                                                | D           | 2    | 18.18 |      |      |
|     |                                                                                                                                                | UD          | 2    | 18.18 |      |      |
|     |                                                                                                                                                | A           | 6    | 54.55 |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 11   | 100   |      |      |
| 5   | Feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections.                                   | SD          | 1    | 9.09  | 2.91 | 0.89 |
|     |                                                                                                                                                | D           | 4    | 36.36 |      |      |
|     |                                                                                                                                                | UD          | 1    | 9.09  |      |      |
|     |                                                                                                                                                | A           | 5    | 45.45 |      |      |
|     |                                                                                                                                                | SA          |      | 0.00  |      |      |
|     |                                                                                                                                                | Total       | 11   | 100   |      |      |

The first item that asks if there is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process. The calculated mean was 2.18 which was Likert scale mean and the standard deviation was 0.84. The data fall around the mean. This implies that there is no strong belief among stake holders that they have to participate and intervene in school activities and the decision making process

The second item asks that if the schools common vision, mission, goals and values are developed with active participation of the stakeholders. The calculated mean was 2.72 which was Likert scale mean and the standard deviation was 0.43. The data is concentrated near the mean. This implies that the schools common vision, mission, goals and values are not developed with the sufficient participation of the stakeholders

The third item asks that if Students parental support and follow-up is good and rising. The calculated mean was 1.9 which was Likert scale mean and the standard deviation was 0.41. The data is concentrated near the mean. This implies that Students parental support and follow-up is not good and rather deteriorating.

The fourth item asks that if there is decentralization and sharing of responsibility in the schools. The calculated mean was 3.18 which was Likert scale mean and the standard deviation was 1.00. The data is concentrated near the mean. This shows the belief that there is decentralization and sharing of responsibility in the schools

The fifth item asks that if feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections. The calculated mean was 2.91 which was Likert scale mean and the standard deviation was 0.89. The data is concentrated around the mean. This implies although the data seems to be a little dispersed, feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections.

#### **4.4. Responses of Teachers on Monitoring and Evaluation Practices and School Based Management in the Schools.**

Under this section, the researcher tried to deals with challenges of school environment to lead the school community and the result presented as follows.

**Table 4.4:** Respondents Report on Monitoring and Evaluation Practices and School Based Management in the Schools.

| No | Items                                                                                                                   | Respondents | Freq. | %     | Mean | SD   |
|----|-------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------|------|------|
| 1  | Scheduled and periodic monitoring has been conducted over school operations and projects.                               | SD          | 31    | 17.32 |      |      |
|    |                                                                                                                         | D           | 88    | 49.16 |      |      |
|    |                                                                                                                         | U D         | 21    | 11.73 |      |      |
|    |                                                                                                                         | A           | 28    | 15.64 |      |      |
|    |                                                                                                                         | SA          | 11    | 6.15  |      |      |
|    |                                                                                                                         | Total       | 179   | 100   |      |      |
| 2  | Quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action. | SD          | 24    | 13.41 | 3.95 | 1.17 |
|    |                                                                                                                         | D           | 71    | 39.66 |      |      |
|    |                                                                                                                         | U D         | 2     | 1.12  |      |      |
|    |                                                                                                                         | A           | 35    | 19.55 |      |      |
|    |                                                                                                                         | SA          | 47    | 26.26 |      |      |
|    |                                                                                                                         | Total       | 179   | 100   |      |      |
| 3  | Corrective measures are taken over poor performances.                                                                   | SD          | 14    | 7.82  | 3.61 | 0.99 |
|    |                                                                                                                         | D           | 31    | 17.32 |      |      |
|    |                                                                                                                         | U D         | 12    | 6.70  |      |      |
|    |                                                                                                                         | A           | 75    | 41.90 |      |      |
|    |                                                                                                                         | SA          | 47    | 26.26 |      |      |
|    |                                                                                                                         | Total       | 179   | 100   |      |      |
| 4  | Teachers conduct curriculum evaluation on their corresponding subjects and make consensus.                              | SD          | 14    | 7.82  | 3.67 | 1.13 |
|    |                                                                                                                         | D           | 31    | 17.32 |      |      |
|    |                                                                                                                         | U D         | 12    | 6.70  |      |      |
|    |                                                                                                                         | A           | 65    | 36.31 |      |      |
|    |                                                                                                                         | SA          | 57    | 31.84 |      |      |
|    |                                                                                                                         | Total       | 179   | 100   |      |      |
| 5  | Principals facilitate and monitor the school level curriculum evaluations.                                              | SD          | 21    | 13.21 | 2.45 | 1.05 |
|    |                                                                                                                         | D           | 88    | 55.35 |      |      |
|    |                                                                                                                         | U D         | 20    | 12.58 |      |      |
|    |                                                                                                                         | A           | 18    | 11.32 |      |      |
|    |                                                                                                                         | SA          | 12    | 7.55  |      |      |
|    |                                                                                                                         | Total       | 179   | 100   |      |      |

The first item asks that if scheduled and periodic monitoring has been conducted over school operations and projects. The calculated mean was 2.44 which was Likert scale mean and the standard deviation was 1.21. The data is concentrated far from the mean. Although the



responses vary over the spectrum, this implies Scheduled and periodic monitoring has not been conducted over school operations and projects.

The second item asks that if quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action. The calculated mean was 3.95 which was Likert scale mean and the standard deviation was 1.17. The data is concentrated far from the mean. It could be generalized from this that quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action

The third item asks that if corrective measures are taken over poor performances. The calculated mean was 3.61 which was Likert scale mean and the standard deviation was 0.99. The data is concentrated around the mean. This implies that a Corrective measure have been taken over poor performances

The fourth item asks that if Teachers conduct curriculum evaluation on their corresponding subjects and make consensus. The calculated mean was 3.67 which was Likert scale mean and the standard deviation was 1.13. The data is concentrated around the mean. This implies that Teachers conduct curriculum evaluation on their corresponding subjects and make consensus.

The fifth item asks that if Principals facilitate and monitor the school level curriculum evaluations. The calculated mean was 2.45 which was Likert scale mean and the standard deviation was 1.05. The data is concentrated far from the mean. This implies that there is a slight belief Principals facilitate and monitor the school level curriculum evaluations.

#### **4.5 Responses of School Principals, Vice Principals and Cluster School Supervisors on Monitoring and Evaluation Practices and School Based Management in the Schools.**

Under this section, the researcher tried to deals with challenges of school environment to lead the school community and the result presented as follows.

**Table 4.5:** Respondents report on monitoring and evaluation practices and school based management in the schools.

| No | Items                                                                                                                   | Respondents | Freq. | %     | Mean | SD   |
|----|-------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------|------|------|
| 1  | Scheduled and periodic monitoring has been conducted over school operations and projects.                               | SD          |       | 0.00  | 4.0  | 0.87 |
|    |                                                                                                                         | D           | 1     | 9.09  |      |      |
|    |                                                                                                                         | U D         |       | 0.00  |      |      |
|    |                                                                                                                         | A           | 8     | 72.73 |      |      |
|    |                                                                                                                         | SA          | 2     | 18.18 |      |      |
|    |                                                                                                                         | Total       | 11    | 100   |      |      |
| 2  | Quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action. | SD          | 1     | 9.09  | 3.36 | 1.1  |
|    |                                                                                                                         | D           | 2     | 18.18 |      |      |
|    |                                                                                                                         | U D         | 1     | 9.09  |      |      |
|    |                                                                                                                         | A           | 6     | 54.55 |      |      |
|    |                                                                                                                         | SA          | 1     | 9.09  |      |      |
|    |                                                                                                                         | Total       | 11    | 100   |      |      |
| 3  | Corrective measures are taken over poor performances.                                                                   | SD          |       | 0.00  | 4.0  | 0.88 |
|    |                                                                                                                         | D           | 2     | 18.18 |      |      |
|    |                                                                                                                         | U D         |       | 0.00  |      |      |
|    |                                                                                                                         | A           | 5     | 45.45 |      |      |
|    |                                                                                                                         | SA          | 4     | 36.36 |      |      |
|    |                                                                                                                         | Total       | 11    | 100   |      |      |
| 4  | Teachers conduct curriculum evaluation on their corresponding subjects and make consensus.                              | SD          | 2     | 18.18 | 2.36 | 0.9  |
|    |                                                                                                                         | D           | 5     | 45.45 |      |      |
|    |                                                                                                                         | U D         | 2     | 18.18 |      |      |
|    |                                                                                                                         | A           | 2     | 18.18 |      |      |
|    |                                                                                                                         | SA          |       | 0.00  |      |      |
|    |                                                                                                                         | Total       | 11    | 100   |      |      |
| 5  | Principals facilitate and monitor the school level curriculum evaluations.                                              | SD          |       | 0.00  | 3.54 | 0.84 |
|    |                                                                                                                         | D           | 2     | 18.18 |      |      |
|    |                                                                                                                         | U D         | 1     | 9.09  |      |      |
|    |                                                                                                                         | A           | 8     | 72.73 |      |      |
|    |                                                                                                                         | SA          |       | 0.00  |      |      |
|    |                                                                                                                         | Total       | 11    | 100   |      |      |

The first item asks that if Scheduled and periodic monitoring has been conducted over school operations and projects. The calculated mean was 4.0 which was Likert scale mean and the

standard deviation was 0.87. The data is concentrated near the mean. This implies Scheduled and periodic monitoring has been conducted over school operations and projects.

The second item asks that if Quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action. The calculated mean was 3.36 which was Likert scale mean and the standard deviation was 1.1. The data is dispersed far from the mean. This implies that although the responses varied from one to another, most of the management believe Quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action.

The third item asks that if Corrective measures are taken over poor performances. The calculated mean was 4.0 which was Likert scale mean and the standard deviation was 0.88. The data is concentrated near the mean. This implies that most of the respondents agree Corrective measures are taken over poor performances.

The fourth item asks that if Teachers conduct curriculum evaluation on their corresponding subjects and make consensus. The calculated mean was 2.36 which was Likert scale mean and the standard deviation was 0.9. The data is dispersed around the mean. This implies that the managements of the school believe Teachers do not conduct curriculum evaluation on their corresponding subjects and make consensus.

The fifth item asks that if Principals facilitate and monitor the school level curriculum evaluations. The calculated mean was 3.54 which was Likert scale mean and the standard deviation was 0.84. The data is concentrated around the mean. This implies that there is a strong belief among the management that principals facilitate and monitor the school level curriculum evaluations.

#### **4.6. Response of Teacher on Resource Management of the School**

Under this section, effort was made to deal with the overall leaders 'interaction and integration with the stakeholders of the school and the result presented as follow.

**Table 4.6:** Respondents report on resource management of the schools.

| No. | Items                                                                                                        | Respondents | Fre. | %     | Mean | SD   |
|-----|--------------------------------------------------------------------------------------------------------------|-------------|------|-------|------|------|
| 1   | The school has efficiently utilized the allocated financial and material resources.                          | SD          | 41   | 22.91 | 3.04 | 1.19 |
|     |                                                                                                              | D           | 23   | 12.85 |      |      |
|     |                                                                                                              | U D         | 5    | 2.79  |      |      |
|     |                                                                                                              | A           | 107  | 59.78 |      |      |
|     |                                                                                                              | SA          | 3    | 1.68  |      |      |
|     |                                                                                                              | Total       | 179  | 100   |      |      |
| 2   | Urgent resource needs are identified and prioritized by the school resource management.                      | SD          | 31   | 17.32 | 2.76 | 0.82 |
|     |                                                                                                              | D           | 53   | 29.61 |      |      |
|     |                                                                                                              | U D         | 22   | 12.29 |      |      |
|     |                                                                                                              | A           | 73   | 40.78 |      |      |
|     |                                                                                                              | SA          |      | 0.00  |      |      |
|     |                                                                                                              | Total       | 179  | 100   |      |      |
| 3   | The school actively interacts with external parties like NGOs seeking supporting funds or in other programs. | SD          | 23   | 12.50 | 2.44 | 0.91 |
|     |                                                                                                              | D           | 111  | 60.33 |      |      |
|     |                                                                                                              | U D         |      | 0.00  |      |      |
|     |                                                                                                              | A           | 50   | 27.17 |      |      |
|     |                                                                                                              | SA          |      | 0.00  |      |      |
|     |                                                                                                              | Total       | 179  | 100   |      |      |
| 4   | The school is regularly audited by external auditors.                                                        | SD          |      | 0.00  | 3.10 | 0.31 |
|     |                                                                                                              | D           |      | 0.00  |      |      |
|     |                                                                                                              | U D         | 160  | 89.39 |      |      |
|     |                                                                                                              | A           | 19   | 10.61 |      |      |
|     |                                                                                                              | SA          |      | 0.00  |      |      |
|     |                                                                                                              | Total       | 179  | 100   |      |      |

The first item asks that if the school has efficiently utilized the allocated financial and material resources. The calculated mean was 3.04 which was Likert scale mean and the standard deviation was 0.19. The data is concentrated around the mean. This shows the strong belief that the school has efficiently utilized the allocated financial and material resources.

The second item asks that if urgent resource needs are identified and prioritized by the school resource management. The calculated mean was 2.76 which was Likert scale mean and the

standard deviation was 0.82. The data is concentrated around the mean. This implies that more of the respondents believe that urgent resource needs are identified and prioritized by the school resource management.

The third item asks that if the school actively interact with external parties like NGOs seeking supporting funds or in other programs. The calculated mean was 2.44 which was Likert scale mean and the standard deviation was 0.91. The data is dispersed around the mean. This implies that the school actively interacts with external parties like NGOs seeking supporting funds or in other program.

The fourth item asks that if the school is regularly audited by external auditors. The calculated mean was 3.10 which was Likert scale mean and the standard deviation was 0.31. The data is concentrated near the mean. This implies that the school is regularly audited by external auditors.

## 4.7 Response of School Principals, vice Principals and Cluster School Supervisors on Resource Management of the School

Under this section, effort was made to deal with the overall leaders 'interaction and integration with the stakeholders of the school and the result presented as follow.

**Table 4.7:** Respondents report on resource management of the schools.

| No. | Items                                                                                                        | Respondents | Fre. | %     | Mean | SD   |
|-----|--------------------------------------------------------------------------------------------------------------|-------------|------|-------|------|------|
| 1   | The school has efficiently utilized the allocated financial and material resources.                          | SD          |      | 0.00  | 3.54 | 0.49 |
|     |                                                                                                              | D           | 2    | 18.18 |      |      |
|     |                                                                                                              | U D         | 1    | 9.09  |      |      |
|     |                                                                                                              | A           | 8    | 72.73 |      |      |
|     |                                                                                                              | SA          |      | 0.00  |      |      |
|     |                                                                                                              | Total       | 11   | 100   |      |      |
| 2   | Urgent resource needs are identified and prioritized by the school resource management.                      | SD          |      | 0.00  | 3.54 | 1.09 |
|     |                                                                                                              | D           | 2    | 18.18 |      |      |
|     |                                                                                                              | U D         | 2    | 18.18 |      |      |
|     |                                                                                                              | A           | 6    | 54.55 |      |      |
|     |                                                                                                              | SA          | 1    | 9.09  |      |      |
|     |                                                                                                              | Total       | 11   | 100   |      |      |
| 3   | The school actively interacts with external parties like NGOs seeking supporting funds or in other programs. | SD          |      | 0.00  | 3.63 | 0.73 |
|     |                                                                                                              | D           | 2    | 18.18 |      |      |
|     |                                                                                                              | U D         | 1    | 9.09  |      |      |
|     |                                                                                                              | A           | 7    | 63.64 |      |      |
|     |                                                                                                              | SA          | 1    | 9.09  |      |      |
|     |                                                                                                              | Total       | 11   | 100   |      |      |
| 4   | The school is regularly audited by external auditors.                                                        | SD          |      | 0.00  | 3.81 | 0.33 |
|     |                                                                                                              | D           |      | 0.00  |      |      |
|     |                                                                                                              | U D         | 4    | 36.36 |      |      |
|     |                                                                                                              | A           | 5    | 45.45 |      |      |
|     |                                                                                                              | SA          | 2    | 18.18 |      |      |
|     |                                                                                                              | Total       | 11   | 100   |      |      |

The first item asks that if the school has efficiently utilized the allocated financial and material resources. The calculated mean was 3.54 which was Likert scale mean and the standard deviation was 0.49. The data is concentrated near the mean. This indicates the strong belief that the school has efficiently utilized the allocated financial and material resources.

The second item asks that if Urgent resource needs are identified and prioritized by the school resource management. The calculated mean was 3.54 which was Likert scale mean and the standard deviation was 1.09. The data is concentrated around the mean. This implies that Urgent resource needs are identified and prioritized by the school resource management.

The third item asks that if the school actively interact with external parties like NGOs seeking supporting funds or in other programs. The calculated mean was 3.63 which was Likert scale mean and the standard deviation was 0.73. The data is concentrated near the mean. This implies that the school actively interacts with external parties like NGOs seeking supporting funds or in other programs.

The fourth item asks that if the school is regularly audited by external auditors. The calculated mean was 3.81 which was Likert scale mean and the standard deviation was 0.33. The data is concentrated near the mean. This implies that the school is regularly audited by external auditors.

#### 4.8. Responses of Teachers on the Possible Barriers/Determinants of a Good School Based Management and Efficiency

Under this section effort was made over the evaluation of availability of resources in the school.

The result obtained from the data presented as follows.

**Table 4.8:** Respondents Report on the possible barriers/determinants of a good school based management and efficiency

| No | Item                                                                                                         | Response | Fre. | %     | Mean | SD   |
|----|--------------------------------------------------------------------------------------------------------------|----------|------|-------|------|------|
| 1  | There is a need to prepare train and equip the school management members.                                    | SD       |      | 0.00  | 4.55 | 1.22 |
|    |                                                                                                              | D        | 19   | 10.33 |      |      |
|    |                                                                                                              | UD       |      | 0.00  |      |      |
|    |                                                                                                              | A        | 20   | 13.59 |      |      |
|    |                                                                                                              | SA       | 140  | 76.09 |      |      |
|    |                                                                                                              | Total    | 179  | 100   |      |      |
| 2  | There is lack of Instructional materials and pedagogical instruments to guide the teaching learning process. | SD       | 14   | 7.61  | 4.52 | 1.22 |
|    |                                                                                                              | D        |      | 0.00  |      |      |
|    |                                                                                                              | UD       |      | 0.00  |      |      |
|    |                                                                                                              | A        | 29   | 15.76 |      |      |
|    |                                                                                                              | SA       | 136  | 76.63 |      |      |
|    |                                                                                                              | Total    | 179  | 100   |      |      |
| 3  | There is a good practice of transparency and accountability by the school management and finance officers.   | SD       | 18   | 9.78  | 2.73 | 1.22 |
|    |                                                                                                              | D        | 98   | 55.98 |      |      |
|    |                                                                                                              | UD       |      | 0.00  |      |      |
|    |                                                                                                              | A        | 37   | 20.11 |      |      |
|    |                                                                                                              | SA       | 26   | 14.13 |      |      |
|    |                                                                                                              | Total    | 179  | 100   |      |      |
| 4  | Adequate financial and material resources are the main determinants of a good school based management.       | SD       | 8    | 4.47  | 3.89 | 0.99 |
|    |                                                                                                              | D        | 48   | 26.82 |      |      |
|    |                                                                                                              | UD       | 5    | 2.79  |      |      |
|    |                                                                                                              | A        | 13   | 7.26  |      |      |
|    |                                                                                                              | SA       | 100  | 58.66 |      |      |
|    |                                                                                                              | Total    | 179  | 100   |      |      |

The first item asks that if there is a need to prepare train and equip the school management members. The calculated mean was 4.55 which was Likert scale mean and the standard deviation was 0.22. The data is concentrated close to the mean. This implies there is a strong belief that there is a need to prepare train and equip the school management members.



The second item asks that if there is lack of Instructional materials and pedagogical instruments to guide the teaching learning process. The calculated mean was 4.52 which was Likert scale mean and the standard deviation was 1.22. The data is concentrated far from the mean. This implies that a challenge of school leadership is the intrinsic or internal force towards taking risks during the teaching learning process of leadership.

The third item asks that if there is a good practice of transparency and accountability by the school management and finance officers. The calculated mean was 2.73 which was Likert scale mean and the standard deviation was 1.22. The data is concentrated far from the mean. This implies that a challenge of school leadership is the intrinsic or internal force towards taking risks during the teaching learning process of leadership.

The fourth item asks that if adequate financial and material resources are the main determinants of a good school based management. The calculated mean was 3.89 which was Likert scale mean and the standard deviation was 0.99. The data is concentrated far from the mean. This implies that a challenge of school leadership is the intrinsic or internal force towards taking risks during the teaching learning process of leadership.

#### 4.9. Responses of School Principals, Vice Principals and Cluster School Supervisors on the Possible Barriers/Determinants of a Good School Based Management and Efficiency

Under this section effort was made over the evaluation of availability of resources in the school.

The result obtained from the data presented as follows.

Table 4.9: Respondents Report on the Possible Barriers/Determinants of a Good School Based Management and Efficiency

| No | Item                                                                                                         | Response | Fre. | %     | Mean | SD   |
|----|--------------------------------------------------------------------------------------------------------------|----------|------|-------|------|------|
| 1  | There is a need to prepare train and equip the school management members.                                    | SD       | 19   | 65.52 | 3.10 | 0.91 |
|    |                                                                                                              | D        | 1    | 3.45  |      |      |
|    |                                                                                                              | UD       |      | 0.00  |      |      |
|    |                                                                                                              | A        | 5    | 17.24 |      |      |
|    |                                                                                                              | SA       | 4    | 13.79 |      |      |
|    |                                                                                                              | Total    | 11   | 100   |      |      |
| 2  | There is lack of Instructional materials and pedagogical instruments to guide the teaching learning process. | SD       | 3    | 27.27 | 2.18 | 1.02 |
|    |                                                                                                              | D        | 5    | 45.45 |      |      |
|    |                                                                                                              | UD       | 1    | 9.09  |      |      |
|    |                                                                                                              | A        | 2    | 18.18 |      |      |
|    |                                                                                                              | SA       |      | 0.00  |      |      |
|    |                                                                                                              | Total    | 11   | 100   |      |      |
| 3  | There is a good practice of transparency and accountability by the school management and finance officers.   | SD       | 2    | 18.18 | 2.45 | 1.22 |
|    |                                                                                                              | D        | 5    | 45.45 |      |      |
|    |                                                                                                              | UD       | 1    | 9.09  |      |      |
|    |                                                                                                              | A        | 3    | 27.27 |      |      |
|    |                                                                                                              | SA       |      | 0.00  |      |      |
|    |                                                                                                              | Total    | 11   | 100   |      |      |
| 4  | Adequate financial and material resources are the main determinants of a good school based management.       | SD       |      | 0.00  | 4.81 | 0.79 |
|    |                                                                                                              | D        |      | 0.00  |      |      |
|    |                                                                                                              | UD       |      | 0.00  |      |      |
|    |                                                                                                              | A        | 2    | 18.18 |      |      |
|    |                                                                                                              | SA       | 9    | 81.82 |      |      |
|    |                                                                                                              | Total    | 11   | 100   |      |      |

The first item asks that if there is a need to prepare train and equip the school management members. The calculated mean for the responses was 3.10 which was Likert scale mean and the

standard deviation was 0.91. The data is dispersed around the mean. This implies that There is a need to prepare train and equip these school management members.

Fort the second item asks that if there is lack of Instructional materials and pedagogical instruments to guide the teaching learning process. The calculated mean of the respondents' response was 2.18 which was Likert scale mean and the standard deviation was 1.02. The data is concentrated far from the mean. This implies that lack of Instructional materials and pedagogical instruments to guide the teaching learning process is not much of a setback for the SBM. Although it should be given much thought.

Fort the third item asks that if there is a good practice of transparency and accountability by the school management and finance officers, the calculated mean was 2.45 which were Likert scale mean and the standard deviation was 1.22. The data is concentrated far from the mean. This data implies that there is no good practice of transparency and accountability by the school management and finance officers.

Fort the fourth item asks that if adequate financial and material resources are the main determinants of a good school based management. The calculated mean was 4.81 which was Likert scale mean and the standard deviation was 0.79. The data is concentrated around the mean. This indicates that financial and material resources are the main determinants of a good school based management.

Generally, there seem to be differences between the responses of the school managements' view and the teachers view. On some areas, the management is observed to protect their righteousness which is quite expected. The generalizations and conclusions have taken this in to consideration. The researcher gave more concern to the arguments to which both parties where in alliance and has taken a closer look on the ones they diverge on with the help of other sources of data.

#### **4.10 Responses for the Open-ended Questions of the questionnaire**

The overall activities, performance and achievements of school management is under serious situation. In it is full of complicated challenge as far as teaching and learning is concerned. For example: no experience and power sharing, full of conflict and disagreement between principal and teacher; teacher and principal and teacher and student, no discussion with students focusing

on; exam, test and assignment, cheating and copying, rules and regulations of the school, discipline of students, the ongoing situations in the school, over portion coverage, over participation of co-curriculums, over the achievements of good and excellent result and over the wise use of school properties.

The major challenge for an effective school based management in our school can be summarized as follow: Challenges that arises from external includes: Public criticism, flare-ups of other's interpersonal issues, crises, opposition and hostility from powerful forces, a financial or political wind fall and back beating. The specific internal challenges of school leaders include: in security, defensiveness, lack of decisiveness, inability to be objective and rational and critical thinker and impatience- with other and with situations.

The major solutions or mechanism that is stated by respondents to cope with the challenges of school leadership were summarized here below: look at what is going on around the working area ,keeping the everyday under control while you continue to pursue the vision ,setting an example, maintaining effective over time, finding support in facing internal and external factors that affect school leadership, creating mechanisms to revisit school visions, share the burden(power decentralization),find an individual or group with whom we or you can the realities of leadership, be proactive, be creative, face conflict squarely, always look for common ground, retain objectivity, look for opportunities to collaborate;, developing the habits and culture of listening, ask for 360-degree feedback....and use it, enough salary should be played for school leaders, other benefits should be given for school leaders and effective leaders should be identified and should be presented for their model works.

## **CONCLUSION**

It emerged from the findings on SBM prospects and challenges that:-

(i) Most principals and teachers in the study district were optimistic of better school management if SBM was introduced in secondary schools in the district. Perhaps this was due to the fact that there were many challenges facing secondary schools in the district which included: poor academic performance, high dropout rates, limited spaces in secondary schools, high student/ teacher ratio, inadequate resources, high levels of students' indiscipline and rigidity in academic programs among others.

(ii) The respondents were positive that if SBM was introduced in secondary schools in the study district, many aspects would change and there would be increased accountability and transparency, efficient use of resources, improved decision making, timely syllabus coverage and timely procurement of resources, better management of staff and student personnel with the aim of enhancing performance and this in turn would improve quality of education and lead to improved performance in examinations among other things.

(iii) There would be challenges of implementing SBM if introduced in secondary schools in the district. The respondents indicated that SBM would lead to increased workload both for teachers and principals. They also viewed SBM as requiring considerable initiative and efforts from the stakeholders such as commitment, resources, skills, tolerance and understanding from each of the parties.

## **DISCUSSION**

From the above table the findings focused on prospects of SBM in regard to the following task areas of school management: Management of physical and material resources, management of staff and student personnel, management of finances, management of curriculum and instruction and management of school community relations. It was clear that both the principals and teachers indicated that SBM would increase accountability at the school level. This finding was in tandem with World Bank Report (2007) which emphasized that SBM ensures that schools provide the social and economic benefits that are more responsive to the priorities and values of those in local communities. On the part of teachers this could have stemmed from the fact that the current system of school management does not involve fully teachers on issues of management and thus they have always questioned the transparency and accountability of school management by the board of governors (BOG) whom they feel are not competent enough to govern affairs of secondary schools. Both the parents and teachers have always blamed the school principal of colluding with the BOG to misappropriate school funds since he /she plays a pivotal role being the secretary to the board and also due to the fact that most of his / her recommendations on school improvement are easily adopted and approved by the BOG. Only a small percentage of the principals disagreed with the statement. This group perhaps constituted the veterans, who felt that if other parties were involved in the management of secondary schools, they would probably seal the loopholes that existed and thus they will not enjoy the freedom of spending and misappropriating school funds. The

Respondents also gave their opinions on what they perceived were the impacts of SBM on their roles. Majority of the principals and teachers believed that SBM would to some extent impact on their roles in the following ways: add more responsibilities, they would own up the school policies put in place, would increase teachers' motivation and would be held more accountable on results. These findings is contrary to a study conducted by Caldwell (2005) which indicated that SBM has in several cases made life harder for school principals by increasing their administrative and managerial workload to the detriment of their role as pedagogical leaders. The findings on principals' and teachers' opinions on the involvement of teachers in secondary school management clearly showed that teachers have for a very long time yearned to be involved in management of schools in order to ensure their plight is addressed. They also felt that they have been sidelined on deciding on very important issues that affect them in the course of their duties. Those who felt that teachers should not be involved felt that involvement would make them accountable, an issue they want to be distanced with and that teachers were not adequately prepared for management issues in their training. Indeed, improving teachers' skills seems to be one of the main goals in several SBM programs although the limited evidence available found no benefit of spending on teacher training. However, South worth supports the findings that in SBM principals, teachers and parents' involvement create a positive development for their schools. On teachers' opinions on the relationship with the school principal amid introduction of SBM approach in the management of secondary schools, most teachers indicated that their relationship would change citing reasons such as: There would be constant consultations, the principal would not be seen to enforce policies from without, SBM would bring conflicts and teachers will be able to give their views freely without fear of intimidation or interdiction.

From the findings, the respondents indicated various aspects which they perceived would be the benefits of SBM in secondary school management. Among them included: increased accountability and transparency, creativity and innovation by the stakeholders, smooth implementation of decisions and creation of social unity among others. These findings are in line with a study by Briggs and Willstatter (1999) which indicated that under SBM arrangements; schools are managed more transparently, thus reducing opportunities for corruption. In addition, SBM often gives parents and stakeholders opportunities to increase their skills. In some cases, training in shared decision-making, interpersonal skills, and management

skills is offered to school committee members so that they can become more capable participants in the SBM process and at the same time benefit the community as a whole. It is evident from the findings that principals felt that this would lead to increased work especially for them. These findings collaborate with the findings of another study

#### **4.11 Interview Responses**

What are the bases when choosing a new member to the school management? Why? Does Culture and habits influence these practices? - The subject's willingness, - Previous leadership exposure, - 3-5 years of teaching experience, - Good speaker of the language of the area and a good communication skill which is necessary to mobilize the community,- If he/she is a subject diploma/ first degree certified he/she should be certified with SCL (school leadership.) But this course is given after he/she is assigned to the position. If the school is both secondary and preparatory she/he must hold Master degree. -He/she should be known for well accomplishing his tasks.-He/she should have a support letter from the school he/she was working on his designation for a principal. The woreda education office will test though both oral and written examination. This will cover 70% previous work accomplishments will cover 20% discipline cases, working will cover 10%

What roles do the school board play in school based planning and decision making processes?

-Working on school improvement plans mobilizing and community to support and participate in school programs. - Raising funds, managing the school's internal income sources. Low scale constructions, renewals and small scale expansions. - Crucial decision beyond vice principals and principals will be made together with the chief of PTA. - They formulate action plan with the principal on how to use the school grant provided by the external donors. - They schedule time to conduct and monitoring - They formulate student policies to be used as management tools and look after problems rising in the school management.

Where does the scope of the power of the school principals and board members rely? How far are they going over them?

Principals are the representatives of the WEO and the community they represent. But since they are assigned based on merit, they primarily serve the WEO. They are concerned with any issues

regarding academic and discipline cases in the school. They are the final decision makers in the school level. Over both teachers and students. They choose co-curricular activity heads. They review designed action plans give comments. Since institutional leadership is a crucial practices so that they can work together with the teachers.

The board members are usually busy with other responsibilities and bureaucracy. There for, they usually don't support and work with the principals. But, the support from the PTAs is good.

The principal there for has a great responsibility to keep the instance of the school. They also evaluate the general performance and result of the students. It can be said that the principals are using their power well and trying their best to reach the end of the tunnel. But they usually face setbacks in multiple levels from the higher level bureaucracy to the minor school management issues.

Do the schools make interactions with other organizations (private or public) like NGOs by themselves? If not, why? Are there rules and regulations forbidding such interactions?

The school has the right communicate with both governmental and non-governmental organization by itself the schools do this by designing projects and then proposing with formal requests. Briefly explaining their plan. There will be no interference unless the funding comes with other political or religious objectives of the donors before accepting their offer.

There is a ground rule for such investigations prepared by the education office. Examples of such programs in the schools' understudy are action aid and one wash the objectives of these organizations should not oppose with the goals of schools, stated in the education policy the main goals are ideological goals economic goals, political goals and programmatic goals among these, under programmatic goals is stated briefly.

What do you think are the peculiar challenges and problems affecting the performance of the school management?

One of the issues that challenge the performance of the school management is cross cutting issues associated with the kebele and wareda. Too many assemblies with no viable outcomes.



The low standard of schools, teachers and principals which is usually associated with insufficient resource allocation is a huge setback for the performance of the school based management.

The other big issue is commitment; bureaucracy attitudes and participation of the stakeholders, problems of maintaining effectiveness and efficiency, consistency, sustainability problems, quality of education are just a few.

What other alternatives do you propose that you believe could help to overcome the previously mentioned challenges?

Developing different mechanisms and techniques to equip the school management board members and PTAs through career development.

Creating commitment among the stakeholders

Increasing salary or formulating a rewarding mechanism for a good performance. Ensuring the schools self-autonomy. Let the schools hire and assign their own teachers and manage its own budget. Otherwise the so called solutions will only be for a temporary relief. The bureaucratic strong holds are the main barriers, let alone the other issues like budgeting, allocating resource, recruitment and position turnovers.

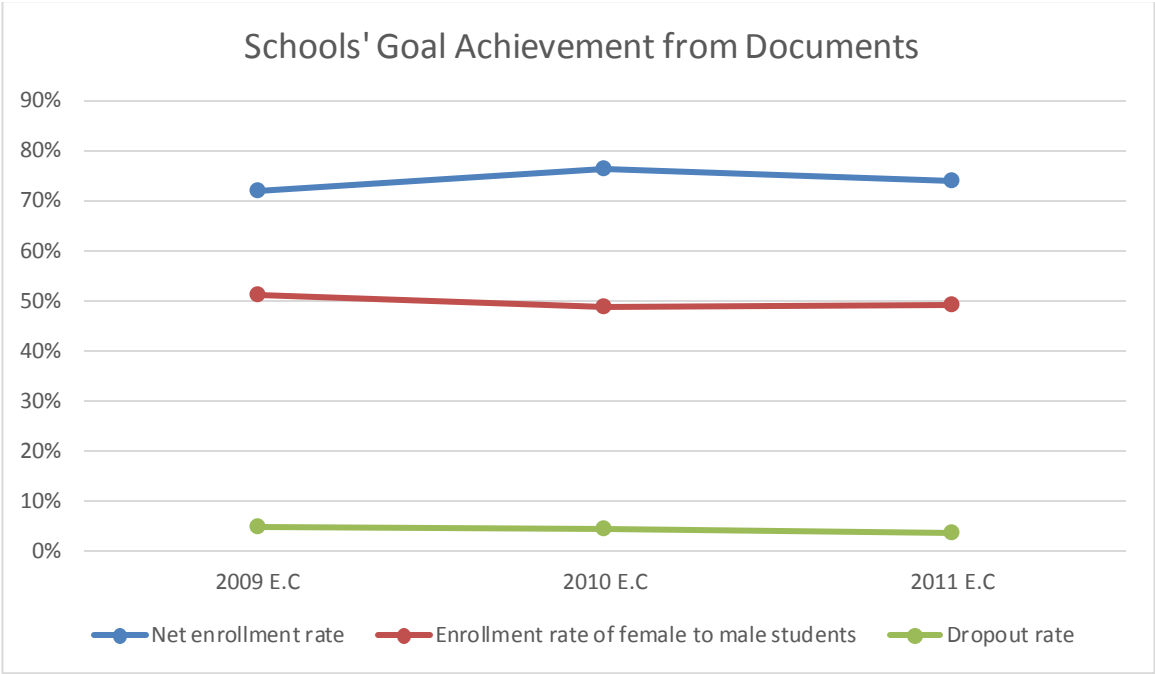
Especially, newly opened secondary schools have enormous setbacks in many ways. All these could be resolved in accordance with the policies if the schools are allowed to derive and follow their own rules, regulations, principles, guidelines and legal frameworks.

#### **4.12 Document Analysis from the Schools**

As a primary to the investigation, the researcher attempt to diagnose the information that is obtained from school teachers, supervisor and principals. This help in order to cross check the exiting school leadership challenges and practices in the schools. As the result of this study, the nature of school vision and mission, design and arrangement were seen. Not only this, the various co curriculum activities, department and subject annual plans also observed. Plus, the nature of checklists and their applicability also analyzed. Those internal and external factors that challenges in the preparation of school annual plans also summarized. According to the

study conducted in the process of document analysis: the majority of schools’ vision and mission were not properly written, the schools actually have co-curriculum annual plans but there are no follow ups or any regular evaluations. This can be considered as factors affecting school leadership and quality of education. The last point in the process of document analysis is the internal and external factors in the preparation of school annual plans. These internal factors include the in availability of experience sharing, the lack of in-service training, lack of resource and materials, lack of feedbacks and continuous follow up and absence of commitment and accountability from the concerned school communities; whereas, the external factors include the absence of strong supervision and support from the Woreda educational office.

Lately, the students’ gross and net enrollment rate as well as the rate of participation of female to male students was showed at high or positive level of achievement. The students’ dropout rate, repetition rate and national examination were conceived as moderate level of achievement. whereas, the survival rate, students participation in class, cooperative learning ability, Parental support on students learning and development of conducive school environment were examined at low level in the schools.



Img: General Presentation of Schools' Goal Achievement of the schools in the woreda over three years

## **CHAPTER FIVE**

### **Summery, Conclusions and Recommendation**

#### **5.1 Summery of findings**

The ultimate purpose of this study was to examine the determinants of School Based Management in secondary and preparatory schools of Yem Woreda. In order to meet this purpose, basic research questions related to previous SBM practices and the relationship between effectiveness and efficiency of SBM practices and various elements mainly resource management. The major challenges which affect the practice of SBM and its implications to School effectiveness and mechanisms to enhance SBM practices in secondary and preparatory schools of Yem Woreda were clearly justified and explored. A descriptive survey research design which was concurrently conducted both quantitative and qualitative investigation was employed in this study. The data collected from the closed ended questionnaires was analyzed and interpreted using different statistics tools such as frequency, percentage, mean and standard deviation. Whereas, qualitative observations from semi-structured interview and document analysis were organized and interpreted in words to triangulate the quantitative findings. On the basis of the analysis and discussion made from all these instruments, I summarized the following major findings.

The engagement of newly employed teachers in induction and participation of all teachers in CPD program was conceived as moderate or medium level of implementation. Mentoring the new teachers, providing different short term on job training as well as evaluating and monitoring the effect of this training programs in the schools was at low level of practice.

The result of this study showed staff development practice in yemwereda schools was at moderate level. Therefore, every concerned body in the schools must exert their maximum effort enhancing the staff development to higher level in sense to achieve the desired school goals.

The school board has leadership role in school practices and make over all decisions in line with education policy suggested by ministry of education MoE (1994). But most of the time the school board members can over burdened with different meetings and public issues which

enforce the school management not to make urgent decisions while waiting for the board members.

In some schools the PTA committees frequently follow the school activities and provide advisory function but the school board members are usually busy and reluctant. Relatively in most schools the meeting and functionality of PTA committees is better than the school boards.

The participation of school community in discussions is not adequate. Major issues of the discussion were approving school development and operational plans, evaluating the schools' mid-year or annual performance report, the school resource contribution and allocation, function of teaching-learning process, students' academic and disciplinary problems, and school improvement program and the role of community in students' achievement.

The Principals' role and teachers' engagement in curriculum evaluation as well as Principals' class room supervisory practice were examined at a good rate of practice. Hattie (2012) said accomplishing the maximum impact on student learning depends on team work of teachers this assumption informs the yem woreda secondary and preparatory schools to pay more attention on instructional leadership functions.

The identification and prioritization of urgent physical and material resource, development of physical and material resource plan and its corresponding financial estimation, communication and consensus of the school-community in allocation of financial or material inputs, utilization of resources allocated to school priorities and the internal transparency techniques employed in utilization of school resources were at moderate level of practice. The participation of school community in setting the school priorities, the involvement of school-community in allocation of resources to exercise the school plans and external audit employed to examine resources utilization were at low level of implementation. Therefore, the resource management practice in primary schools of Yem Woreda needs more attention of concerned bodies.

The preparation of appropriate tools (check-lists) in monitoring the school operations and the provision of quarter, mid or annual school performance evaluation and revising its course of action were perceived as moderate or medium level of practice. The provision of frequent monitoring over the school operations (plans), supplying periodic feedback for stakeholders who

are working in the school, taking corrective measures on poor performance and the participation of stakeholders in school's performance evaluation process and enhancing their commitment to take measures on poor performance in primary schools was examined at low rate of practice. Therefore, the monitoring and evaluation practice at Yem Woreda primary schools need attention to enhance up to high level in direction to achieve the expected school goals. The students' net enrollment rate as well as the rate of participation of female to male students showed at positive level of achievement.

### **Findings regarding background of respondents**

The School Based management practice in Yem Woreda Secondary and preparatory schools provided almost fair Participation of all age groups of stakeholders. According to the investigation number of female teachers and their involvement in SBM practice is inadequate. There was almost fair Participation of all age groups in the study. Almost all participants in SBM practices have adequate experience in primary schools. Almost all experienced groups of teachers were genuinely involved in this study. The minimum qualification standard required for principals and CRC supervisor in secondary and preparatory schools is Master degree whereas education level for teachers is Bachelor but there were some principals, supervisor and teachers with inadequate qualification. The study included all experience groups of teachers. But, there are some principals, supervisors and teachers with inadequate qualifications having degree that are working in Secondary and preparatory. The access of female teachers and their involvement in the SBM practice is also inadequate. Categorizing teachers into academic departments and delegating responsibility to staff members based on experience was perceived as a good practice in the schools.

## **Key Elements of School-Based Management**

1. Defining responsibilities: Preparation of a constitution for the management committee of the school, setting out the composition of the management committee, the term of office of the managers, their roles and responsibilities, their nomination and election, the selection of school supervisor and office bearers, as well as the standing orders and procedures for participation of stakeholders in policy-making.
2. Widening participation: Giving stakeholders the chance to participate in school management, planning and development and in the evaluation of school effectiveness.
3. Developing professionalism: Development of formal procedures for staff appraisal and provision of resources for staff professional development according to teachers' needs.
4. Setting goals: Setting school goals and preparing school profiles, and producing school development plans, school reports, school budgets and financial reports.
5. Evaluating effectiveness: Annual evaluation of the progress of school programmers and preparation of evaluation reports at the end of the school year for follow-up actions.
6. Developing characteristics: Displaying fully the spirit of school-based management by adopting flexibly a school-based model designed specifically according to the actual circumstances of the school, and developing a culture and characteristics unique to the school.

## **5.2 Conclusions**

Based on the major findings, the following conclusions were drawn. According to the respondents, the stakeholder's in Yem Woreda Secondary and preparatory schools participate in filling checklists of school self-evaluation. Then, principals analyze these checklists, identify and priorities the most urgent issues. Principals are also one who develops vision, mission, goals and values of the schools. They have the responsibility in preparing developmental and operational school's plans. Moreover, they also call meeting of whole school community twice a year and propose priorities and plans to make consensus with the community. It is therefore important that principals are helped to enhance their management practices. Based on the purpose of the study, the research findings and the recommendations made, the study has yielded valuable information that may be useful in addressing school management practices and challenges in the schools. The information may also be used to train the principals and other members of the management to improve their management skills. One would be inclined to suggest that an intensive study be

undertaken, which could employ several research approaches on a larger population of schools to further clarify the issues concerning the management practices in government secondary and preparatory schools.

The findings of this investigation reveal how teachers in Ethiopia Elementary and secondary schools were affected in their workplace by SBM restructuring and these Findings are echoed in this study's review of literature. Teachers generally understood the concept behind SBM restructuring and had various reactions to Opportunities to get involved in SBM. Some teachers welcomed the opportunities to get involved. For these teachers, SBM was perceived in a positive way. Opportunities to enhance self-confidence, and opened a way to develop closer relationships with the principal. These positive experiences promoted commitment and spurred these individuals to further efforts. They also reflected the review of literature in claiming that teachers must desire participation for it to be effective.

Most respondents in this study, however, either felt compelled to participate or simply did not desire the type of involvement required of SBM. For these Teachers, restructuring was an imposition and participation in restructuring activities invites conflict. The roles required of them detracted from their planning time, teacher-student interactions, personal time, and other duties. It became difficult to balance restructuring activities and other priorities, so teaching Effectiveness suffered and commitment to SBM restructuring was compromised.

Dissatisfaction with SBM restructuring was also a result of the limited influence teachers felt over decisions they were called to make and over the insufficient time, Training and funding provided to implement SBM decisions. Restructuring was associated in the literature with a broad effort to improve the quality of education, yet most teachers of this study felt that restructuring had Not improved academics. It appears that teachers' views of the SBM process were not carefully considered because many teachers simply did not perceive SBM as a Desirable choice and that imposing participation on them actually added to their dissatisfaction. Workplace dissatisfaction, as pointed out in the literature, may lead Teachers to low work investment and ineffectiveness in helping students gain academically.

Furthermore, the difficulties and frustrations experienced by most Respondents of this study led teachers to distrust restructuring pursuits and added to the prediction that SBM would be

unsatisfactory in improving teachers' work life. At Florida County Schools, restructuring seems to have lost its momentum and practices need to be adjusted with a general understanding that only a small percentage of teachers wants to be significantly involved. This research concludes that effective management practice are critical in making a difference to student achievement and wellbeing and are vital to the improvement of the overall teaching learning processes in the worded secondary and preparatory schools. Mentoring the new members of the management, providing different short term on job training as well as evaluating and monitoring the effect of these training programs in Secondary and preparatory schools would also have a great outcome on the overall improvement of the school management. Generally, the result of this study showed staff development practice in the schools is a necessity.

### **5.3 Recommendations**

While school-based management programs in the aggregate have not been found to improve student outcomes thus far, researchers and other writers have pointed to the positive correlation between SBM and improved student outcomes in some settings. They contend that some forms of SBM have great potential for improving student performance. The following are research-based recommendations which are offered to those who are considering implementation of school-based management structures in their schools and districts.

Encourage districts to utilize school-based management as a means for improving student performance and overall schooling conditions. Make clear to superintendents and central office staff that schools will require considerable authority and flexibility to be able to engender real improvements. Be available to provide training, research-based information, and on-site assistance to help in the school-based management implementation process. Take advantage of opportunities to move away from highly regulated, compliance-driven services and accountability processes.

Recommendations to school districts: School-based management structures cannot succeed without the commitment and support of the superintendent and central office staff. Research indicates that districts can increase the likelihood of success of SBM by taking the following actions: Communicate to all educational stakeholders in the district what school-based



management is and why it is desirable to implement this organizational structure. Make certain to communicate to stakeholders--when school-based management is implemented and continually thereafter--that it takes a long time for this approach to be fully implemented and to begin demonstrating significant and large-scale changes in schooling outcomes. Assess schools for climates amenable to implementation of school-based management. Work with schools and school communities to understand the ways that stakeholder roles will change and assist them to make these changes. Encourage schools to choose a manageable number of activities during the implementation phase of school based management. Delegate real authority to schools to make decisions and plan and carry out improvement activities; require that this increased authority be in the hands of a site council with representatives from all key stakeholders in the school--principal, teachers, noncertified staff, parents, community representatives, and students. Designate someone in the central office to oversee the implementation and operation of school-based management efforts. One of this person's responsibilities should be to assure that site councils are actually able to exercise the authority delegated to them, rather than being dominated by the principal. Provide information and training to school site councils, including: Clear guidelines about their role and the extent of their authority Content knowledge about student and overall school performance, policies, programs, budgets, facilities, personnel, local and state regulations, and other areas in which they will be expected to make or influence decisions Skills training in group processes, such as problem solving, decision making, Conflict resolution, etc. Provide other needed resources, such as assuring time and financial support for planning and carrying out improvement activities. Encourage and support norms of collegiality and collaboration at the school level. Increase schools' latitude for decision making through helping them to have state and local regulations waived as appropriate. Involve teacher union representatives in early discussions of school-based management. When the benefits to teachers are understood, unions have shown willingness to be flexible about contract constraints. Assist schools to evaluate and modify their SBM structures and school improvement plans based on continuous review of program activities and their effects.

Recommendations to schools. The way that school-based management is supposed to function at the school site is usually specified to some degree by the district. The principal continues to have considerable influence over SBM operations, however, and is advised to pursue a form of

SBM that has the following components: Help staff and community members to understand what school-based management is; emphasize that it is a means to the end of improving student outcomes through improving instruction and other schooling functions. Become familiar with the literature on school-based management so as to capitalize on what is known about successful approaches and to avoid or minimize common pitfalls. Redouble efforts to reach out to parents and community members and seek their involvement in this restructured form of school governance. Communicate broadly the willingness to share power, both nominally and in fact. Model the process of experiencing a change in one's role. Help staff and community members to understand the role changes called for by school based management and help them to evolve into these new roles. Have the site council function as a true decision-making body, not merely an advisory one. This may already be a district requirement, but its reality needs to be reinforced at the school site. Reinforce the district message that full implementation of school-based management and realization of change in student outcomes takes a long time--five years or more. Underscore that SBM is not another short-term project, but rather a fundamental change in the way schools function. Move incrementally, seeking a balance (as Mojkowski and Fleming recommend) between "revolutionary practices" and "evolutionary pace" (1988, p. 13). Involve the teaching staff in making substantive decisions about the school's technical core--the curriculum and instructional program. Involve teachers in making substantive decisions in areas at the interface between school level and classroom-level operations; these include student and teacher class assignments and promotion and discipline policies and operations. Encourage and support norms of collegiality and collaboration through designating time for group planning and learning activities. Researchers, theorists, and practitioners agree that an approach to school-based management which places real authority in the hands of broadly representative stakeholder groups, and then assures that those groups receive the training and resources they need to exercise that authority well, has immense potential for improving schooling governance, Fellow at the Brookings Institution, whose recent large-scale school study led to this same conclusion. Chubb writes: The more control a school has over those aspects of its organization that affect its performance--the articulation of its goals, the selection and management of its personnel, the specification of its policies-- the more likely a school is to exhibit the qualities that have been found to promote effectiveness.

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**Appendix-A: Questionnaire**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

A questionnaire to be filled by secondary school principals, teachers and cluster school supervisors.

Dear Respondents,

I am DemelashNigusse, a student studying for MA in Addis Ababa University, College of educational and Behavioral Studies. The objective of my study is to assess the status of School Based Management and Its determinants in government secondary and preparatory schools in Yem Woreda. Therefore, you are kindly requested to fill the questionnaires and give the necessary information on the issues. Having collected all these data, I will identify the peculiar determinants for a good School based Management.

The Information you are providing is strictly confidential and anonymous. No result of the survey will be analyzed or published at an individual level.

Please don't hesitate to contact me if you need to obtain more information. I appreciate your participation in the study.

Gratefully,

Name: DemelashNigussie

Email:

Tell: 0917248220

## Part I: Personal Information

1. Name of School: \_\_\_\_\_
2. Sex:
  - a. Male ☐
  - b. Female ☐
3. Age:
  - a. Below 20 ☐
  - b. 21-30 ☐
  - c. 31-40 ☐
  - d. 41-50 ☐
  - e. Over 50 ☐
4. Level of Education:
  - a. Diploma ☐
  - b. Degree ☐
  - c. MA / MSc ☐
  - d. If other, Specify \_\_\_\_\_
5. Area of specialization:
  - a. Subject major ☐
  - b. EDPM/ Pedagogical Science ☐
  - c. If other, specify \_\_\_\_\_
6. Work Position: \_\_\_\_\_
7. Work Experience
  - 1-5 years ☐
  - 6-10 years ☐
  - 11 -15 years ☐
  - 16 -20 years ☐
  - 21 -25 years ☐
  - 26 and above ☐

**Part II.** Supply your response by putting a tick ☐ mark under the correct column corresponding to each item.

Key: SA = Strongly Agree      A= Agree      N= Neutral  
D = Disagree      SD = Strongly Disagree

**Table 1**

| No. | Items                                                                                                                                          | Respondents | Fre. | % | Mean | SD |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|---|------|----|
| 1   | There is a strong belief among stake holders that they have to participate and intervene in school activities and the decision making process. | SD          |      |   |      |    |
|     |                                                                                                                                                | D           |      |   |      |    |
|     |                                                                                                                                                | UD          |      |   |      |    |
|     |                                                                                                                                                | A           |      |   |      |    |
|     |                                                                                                                                                | SA          |      |   |      |    |
|     |                                                                                                                                                | Total       |      |   |      |    |
| 2   | The schools common vision, mission, goals and values are developed with active participation of the stakeholders.                              | SD          |      |   |      |    |
|     |                                                                                                                                                | D           |      |   |      |    |
|     |                                                                                                                                                | UD          |      |   |      |    |
|     |                                                                                                                                                | A           |      |   |      |    |
|     |                                                                                                                                                | SA          |      |   |      |    |
|     |                                                                                                                                                | Total       |      |   |      |    |
| 3   | Students' parental support and follow-up is good and rising.                                                                                   | SD          |      |   |      |    |
|     |                                                                                                                                                | D           |      |   |      |    |
|     |                                                                                                                                                | UD          |      |   |      |    |
|     |                                                                                                                                                | A           |      |   |      |    |
|     |                                                                                                                                                | SA          |      |   |      |    |
|     |                                                                                                                                                | Total       |      |   |      |    |
| 4   | There is decentralization and sharing of responsibility in the schools.                                                                        | SD          |      |   |      |    |
|     |                                                                                                                                                | D           |      |   |      |    |
|     |                                                                                                                                                | UD          |      |   |      |    |
|     |                                                                                                                                                | A           |      |   |      |    |
|     |                                                                                                                                                | SA          |      |   |      |    |
|     |                                                                                                                                                | Total       |      |   |      |    |
| 5   | Feedbacks on operations and projects are given by stakeholders usually resulting in a review or corrections.                                   | SD          |      |   |      |    |
|     |                                                                                                                                                | D           |      |   |      |    |
|     |                                                                                                                                                | UD          |      |   |      |    |
|     |                                                                                                                                                | A           |      |   |      |    |
|     |                                                                                                                                                | SA          |      |   |      |    |
|     |                                                                                                                                                | Total       |      |   |      |    |

**Table 2**

| No | Items                                                                                                                   | Respondents | Freq. | % | Mean | SD |
|----|-------------------------------------------------------------------------------------------------------------------------|-------------|-------|---|------|----|
| 1  | Scheduled and periodic monitoring has been conducted over school operations and projects.                               | SD          |       |   |      |    |
|    |                                                                                                                         | D           |       |   |      |    |
|    |                                                                                                                         | U D         |       |   |      |    |
|    |                                                                                                                         | A           |       |   |      |    |
|    |                                                                                                                         | SA          |       |   |      |    |
|    |                                                                                                                         | Total       |       |   |      |    |
| 2  | Quarter, mid and annual school performance evaluations take place usually resulting in changes in the course of action. | SD          |       |   |      |    |
|    |                                                                                                                         | D           |       |   |      |    |
|    |                                                                                                                         | U D         |       |   |      |    |
|    |                                                                                                                         | A           |       |   |      |    |
|    |                                                                                                                         | SA          |       |   |      |    |
|    |                                                                                                                         | Total       |       |   |      |    |
| 3  | Corrective measures are taken over poor performances.                                                                   | SD          |       |   |      |    |
|    |                                                                                                                         | D           |       |   |      |    |
|    |                                                                                                                         | U D         |       |   |      |    |
|    |                                                                                                                         | A           |       |   |      |    |
|    |                                                                                                                         | SA          |       |   |      |    |
|    |                                                                                                                         | Total       |       |   |      |    |
| 4  | Teachers conduct curriculum evaluation on their corresponding subjects and make consensus.                              | SD          |       |   |      |    |
|    |                                                                                                                         | D           |       |   |      |    |
|    |                                                                                                                         | U D         |       |   |      |    |
|    |                                                                                                                         | A           |       |   |      |    |
|    |                                                                                                                         | SA          |       |   |      |    |
|    |                                                                                                                         | Total       |       |   |      |    |
| 5  | Principals facilitate and monitor the school level curriculum evaluations.                                              | SD          |       |   |      |    |
|    |                                                                                                                         | D           |       |   |      |    |
|    |                                                                                                                         | U D         |       |   |      |    |
|    |                                                                                                                         | A           |       |   |      |    |
|    |                                                                                                                         | SA          |       |   |      |    |
|    |                                                                                                                         | Total       |       |   |      |    |



**Table 3**

| No. | Items                                                                                                        | Respondents | Fre. | % | Mean | SD |
|-----|--------------------------------------------------------------------------------------------------------------|-------------|------|---|------|----|
| 1   | The school has efficiently utilized the allocated financial and material resources.                          | SD          |      |   |      |    |
|     |                                                                                                              | D           |      |   |      |    |
|     |                                                                                                              | UD          |      |   |      |    |
|     |                                                                                                              | A           |      |   |      |    |
|     |                                                                                                              | SA          |      |   |      |    |
|     |                                                                                                              | Total       |      |   |      |    |
| 2   | Urgent resource needs are identified and prioritized by the school resource management.                      | SD          |      |   |      |    |
|     |                                                                                                              | D           |      |   |      |    |
|     |                                                                                                              | UD          |      |   |      |    |
|     |                                                                                                              | A           |      |   |      |    |
|     |                                                                                                              | SA          |      |   |      |    |
|     |                                                                                                              | Total       |      |   |      |    |
| 3   | The schools actively interact with external parties like NGOs seeking supporting funds or in other programs. | SD          |      |   |      |    |
|     |                                                                                                              | D           |      |   |      |    |
|     |                                                                                                              | UD          |      |   |      |    |
|     |                                                                                                              | A           |      |   |      |    |
|     |                                                                                                              | SA          |      |   |      |    |
|     |                                                                                                              | Total       |      |   |      |    |
| 4   | The school is regularly audited by external auditors.                                                        | SD          |      |   |      |    |
|     |                                                                                                              | D           |      |   |      |    |
|     |                                                                                                              | UD          |      |   |      |    |
|     |                                                                                                              | A           |      |   |      |    |
|     |                                                                                                              | SA          |      |   |      |    |
|     |                                                                                                              | Total       |      |   |      |    |

**Table 4**

| No | Item                                                                                                         | Response | Fre. | % | Mean | SD |
|----|--------------------------------------------------------------------------------------------------------------|----------|------|---|------|----|
| 1  | There is a need to prepare train and equip the school management members.                                    | SD       |      |   |      |    |
|    |                                                                                                              | D        |      |   |      |    |
|    |                                                                                                              | UD       |      |   |      |    |
|    |                                                                                                              | A        |      |   |      |    |
|    |                                                                                                              | SA       |      |   |      |    |
|    |                                                                                                              | Total    |      |   |      |    |
| 2  | There is lack of Instructional materials and pedagogical instruments to guide the teaching learning process. | SD       |      |   |      |    |
|    |                                                                                                              | D        |      |   |      |    |
|    |                                                                                                              | UD       |      |   |      |    |
|    |                                                                                                              | A        |      |   |      |    |
|    |                                                                                                              | SA       |      |   |      |    |
|    |                                                                                                              | Total    |      |   |      |    |
| 3  | There is a good practice of transparency and accountability by the school management and finance officers.   | SD       |      |   |      |    |
|    |                                                                                                              | D        |      |   |      |    |
|    |                                                                                                              | UD       |      |   |      |    |
|    |                                                                                                              | A        |      |   |      |    |
|    |                                                                                                              | SA       |      |   |      |    |
|    |                                                                                                              | Total    |      |   |      |    |
| 4  | Adequate financial and material resources are the main determinants of a good school based management.       | SD       |      |   |      |    |
|    |                                                                                                              | D        |      |   |      |    |
|    |                                                                                                              | UD       |      |   |      |    |
|    |                                                                                                              | A        |      |   |      |    |
|    |                                                                                                              | SA       |      |   |      |    |
|    |                                                                                                              | Total    |      |   |      |    |

**Part III.** Write your response briefly on the space provided for the following questions

1. How are the overall activities, performance and achievements of school management?

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2. What are the major challenges for an effective school based management in your school?

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3. What do you think are major solutions or mechanism to cope with these challenges of school based management?

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## **Appendix B**

### **Interview Questions**

An interview guide for secondary school principals, WEO supervision experts and former officials of the office. The interview was conducted in Amharic language to avoid misinterpretation and inconveniences.

1. What are the bases when choosing a new member to the school management? Why?  
Does Culture and habits influence these practices?
2. What roles do the school board play in school based planning and decision making processes?
3. Where does the scope of the power of the school principals and board members rely?  
How far are they going?
4. Do the schools make interactions with other organizations (private or public) like NGOs by themselves? If not, why? Are there rules and regulations forbidding such interactions?
5. What do you think are the peculiar challenges and problems affecting the performance of the school management?
6. What other alternatives do you propose that you believe could help to overcome the previously mentioned challenges?

## **Appendix C**

### **Document Analysis Guide**

During document investigation the researcher tried to observe the following points.

- Students Drop out rates of the past 5 years.
- Student's enrollment rates, male to female ratio, in the past 5 years.
- Students' National exam passing rates of the past 5 years.
- The schools' various co-curriculums, department and subject annual plans.
- The schools' evaluation and monitoring reports in the past 5 years.
- Evaluation and monitoring reports in the past 5 years.